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ABSTRACT

The purpose of this task force was to study the program, facilities, and alternatives of the Highline School District as they relate to enrollment decline. Specifically, the task force was to establish criteria for identifying facilities where changes should be considered; identify and prioritize alternatives for use of excess classroom space; and determine a process for involving the community in the development of awareness and understanding and for providing input prior to making changes in schools because of enrollment decline. The categories used in evaluating buildings were educational adequacy, operational costs, enrollment, percent of enrollment decline, airport noise impact, alternate use factor, modernization potential, building capacity, and traffic and safety considerations. The process for community involvement consists of four stages--orientation to declining enrollment and its ramifications, input/output, school board's decision and postdecision information dissemination, and implementation. It was determined that, as far as use of facilities is concerned, educational needs should be considered first, community needs second, private or commercial needs third, and redevelopment fourth. The specific recommendations of the task force are included. (Author/IRT)

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REPORT OF THE TASK FORCE ON DECLINING ENROLLMENT

HIGHLINE PUBLIC SCHOOLS
SEATTLE, WASHINGTON

Initial Printing: June, 1974
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Foreword

During recent years, the change from increasing to declining enrollment patterns has caused a growing concern among educators and facility planners. This nation-wide trend has been effected largely through such factors as planned parenthood, birth control measures, and changes in societal values. All of these factors have caused enrollments to shrink drastically at the lower and middle grades, and is gradually affecting upper grade levels.

In the Highline School District we have witnessed this change in population by age level and have felt the decrease in the elementary, and to some degree the junior high, enrollment. Highline has had to contend with another factor--airport expansion.

During the past decade, the Seattle-Tacoma Airport, located in the center of the Highline School District, has expanded its facilities and "clear zone" property to include several hundred homes. This in turn has led to further decline in enrollment in the schools, particularly those nearest the airport. Further airport expansion will continue to reduce the number of students enrolled in the Highline School District over the next several years.

Because of these factors and the available space in school buildings, it becomes evident that very careful and complete planning is required to meet the challenge of declining enrollment and the needs of students, parents, staff and other taxpayers of the community.

It is with this background that the study was undertaken.

Robert D. Sealey
Superintendent

RDS:pm

The Facility Considerations section of the Report of the Task Force on Declining Enrollment was updated in November, 1975 by Dr. James Jennings and Dr. Doyle Winter.

The purpose of the update was to use October 1, 1975 enrollment figures to revise the School Facility Evaluation Matrix (Table #1) located on page 30 of this report. In addition, actual costs for the 1974-75 school year were used as well as projected costs for the 1975-76 school year.

TASK FORCE - DECLINING ENROLLMENT

Committee Members

Chairman:	Doyle E. Winter	
Project Facilitator:	Linda McClelland	
Members:	Maxine Bowlin	R. William Jury
	Walter Carsten	Fred Minahan
	William Clothier	Carroll Myers
	Larry Crowell	Adam Petronis
	Dan Ervin	Joan Reel
	John Fallis	Roger Reimer
	Ted Gary	Doug Ringenbach
	Thelma Hagberg	Tammy Sprague
	Ron Hull	Dorothy Watson
	James Jennings	Katheryn White
	Irene Jones	Len Zevenbergen
Resource Persons:	George Pasnick	
	Ted Knauss	
	Jerry Hansen	

REPORT OF THE TASK FORCE

ON

DECLINING ENROLLMENT

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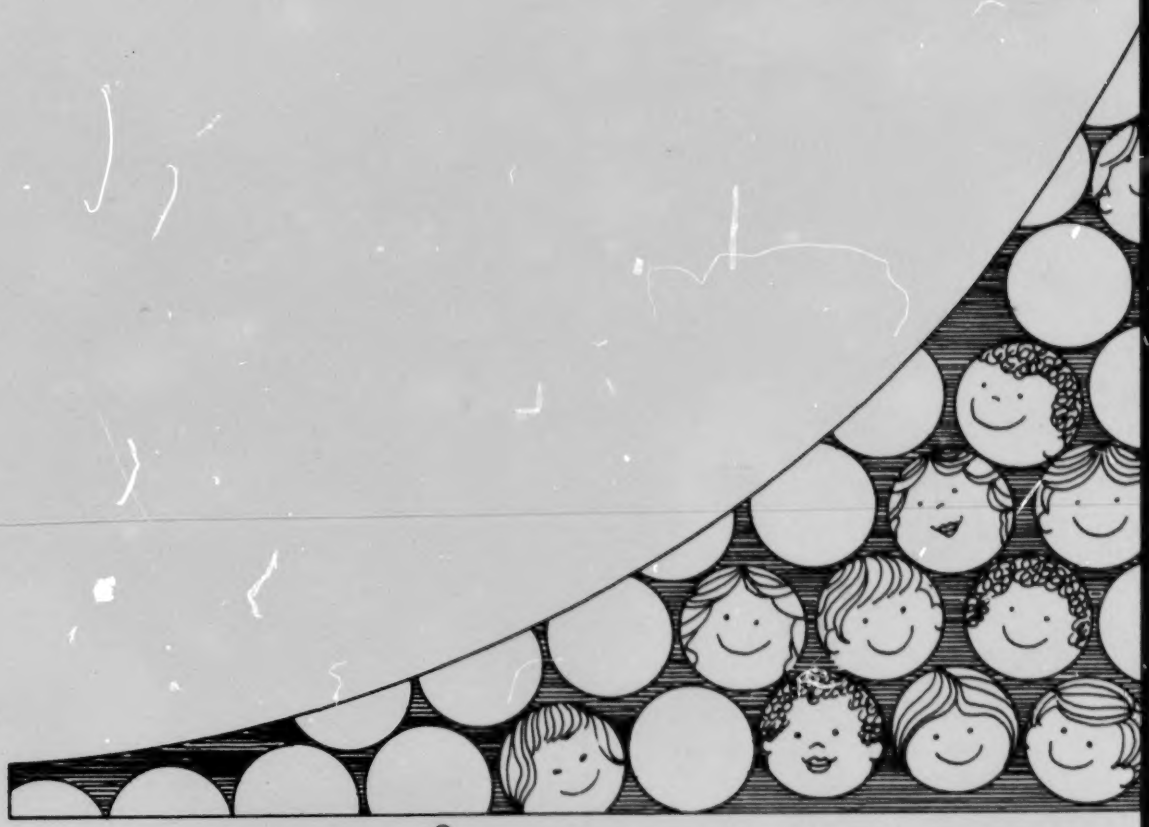
INTRODUCTION



TASK FORCE - ENROLLMENT DECLINE

Introduction

Purpose of the Task Force Study

The purpose of this Task Force was to study the programs and facilities as they relate to the enrollment decline of the Highline School District. Specifically, the Task Force was to: 1) establish criteria for identifying facilities where changes should be considered; 2) identify and prioritize alternatives for use of excess classroom space, or entire buildings, and 3) assess the needs of the community, identify the groups that would be affected and suggest ways for involving them in providing input prior to the determination of uses of space. The final task was to establish procedures in which the above criteria and alternatives could be applied consistently and objectively to all facilities where enrollment decline suggests space will become available.

Identification of Need for Task Force

School districts in nearly all areas of the United States have for years been geared to meeting demands for adding facilities resulting from steady increasing enrollments.

The Highline School District reached a peak enrollment of 30,843 students in regular programs, K - 12, during the 1967-68 school year. The decline in enrollment which began in 1968-69 has continued until October 1st, 1974, when 24,091 students were enrolled. The decline during this seven-year period represents 6,752 students or 21.9%. Approximately 92% of the decline has been in elementary schools (6,207); the junior highs are beginning to show a decline (691) while the senior highs have shown a slight increase (146) as the peak enrollment moves through the grade levels. To further illustrate this pattern of decline, during the 1967-68 school year only five elementary schools had enrollments of less than 400 students with two schools having enrollments of less than 300 students. As of October 1st, 1974 the Highline District had 24 elementary schools operating with enrollments of less than 400 students, 13 of these having less than 300 students. Enrollment is expected to continue to decline until 1980 when approximately 17,000 students are projected for the Highline District.

An Educational Facilities Laboratories publication entitled Fewer Pupils/ Surplus Space indicates that, nationwide, elementary enrollments (K - 8) peaked in 1970 with secondary enrollments peaking in 1974. Highline's pattern is consistent with the national trend, but is approximately three years in advance of the national figures (peak elementary enrollment 1967; peak secondary enrollment 1969).

What the total school district population will be after 1980 is a matter of conjecture, but the three latest projections by the United States Census Bureau all indicate some growth after 1980.

The Highline District expects to face continuous decline until at least 1980 when it is anticipated that elementary school enrollments will turn around and begin a modest increase. This should lead to a period of enrollment stability within the Highline District in the 1980s.

Limitations of Task Force Study

The Task Force has limited itself to the study of factors related to enrollment, facilities, costs, alternative uses of facilities and community involvement. The task was to identify as many factors as possible which should be considered in assessing schools and then to develop a procedure for incorporating these factors when considering change. There was no attempt to recommend individual schools in which changes should be considered.

Because the greatest decline in enrollment has been at the elementary level, the emphasis for developing a process of assessing schools has been at that level. The data for junior highs and senior highs will be collected by staff at a later date.

Background of the Study

As mentioned earlier in this report, enrollment decline is a fairly new phenomena to the public schools of this country. During the years of enrollment growth, a district's decisions made to accommodate that growth have had a generally positive and predictable

impact on the community --new schools were built, overcrowded conditions were relieved, programs and personnel grew, and new centers for community activities, pride and neighborhood identification were created. The decisions which may be required in response to an enrollment decline are new experiences, are more complex, and tend to be seen as having "negative impact on the community." A decision to close a school, for example, based on rational, cost-saving management procedures only, may have long-term effects on the "personality" of a neighborhood, the development of the community, and its support for school programs and finances. Conversely, continued operation of a small school might result in program quality decline.

In order to best understand the long-range implications of possible decisions, a search for information from various sources was undertaken. The general areas in which information was sought are:

1) Educational Program (Is there an ideal school size, or significant advantages or disadvantages of larger or smaller schools?)

2) Process (How have other similar school districts handled declining enrollment -- what decisions have they made, on the basis of what information, and with what results?)

3) General (What other information is available which might help guide the district in making its decisions?)

While the search for information can in no way be considered exhaustive, considerable information has been collected and is here summarized. Perhaps the most valuable and pertinent source has come from the school districts which have faced similar problems and have been willing to share their reports or candid observations with this district. The most helpful and thorough points of reference have been the Report of the Small Schools Task Force, (Montgomery County Public Schools, 1973), the Size of Schools and School Districts, (Educational Research Service, 1971), Fewer Pupils/Surplus Space (Educational Facilities Laboratory, 1974), and a conference telephone call held with the Superintendent of the San Juan, California School District and his staff (May 29, 1974).

Background of the Study (Con'd.)

1. Educational Program

Although a great deal of study has been done on the subject of small high schools, relatively little research on elementary school size exists. Most of the reports available are based on opinion surveys of superintendents, school principals and teachers, or on existing policies, the opinions of experts or a combination of these. The little research concerning pupil outcomes related to elementary school size has tended to support neither the arguments for the larger elementary school (providing more specialized services for the children) nor the smaller schools (providing more security to the younger child as well as keeping student transit time and distance to a minimum). Frank Hubbard (How Big is a Good School, 1959) has gone so far as to say, "School size has often been settled by impatience and fatigue. After prolonged debate, those in authority may have said, 'Make it for 500. That will cover our present needs and house a large enrollment during the next few years.'"

In actuality, the size of a school is probably more closely related to efficient management practice and operating costs than to any other one factor. When enrollment reaches a certain point (probably 300 students) it becomes difficult to justify normal overhead costs involved in operating a school. Exceptions to this rule tend to be --

a. rural schools, where distances and time of transit may be excessive (Margery Burns, The Case for Small Schools)

b. specially structured programs (alternative schools, overseas schools, ungraded and individualized instruction) where there is freedom to select teaching staff particularly suited for the small school environment. (Letter from M.F. Priestly on overseas schools; Peter Coleman, Planning in an Era of Declining Enrollments, February 1973).

Recent developments in school plant design, changing patterns of staff utilization, and major curriculum modifications provide an opportunity

to reconsider old views on "optimum size". (National Association of Elementary School Principals' statement, 1966).

The following is a summary of recommendations concerning elementary school size collected from a variety of sources -- professional associations, surveys, books, articles and district practices. The information is arranged with most recent recommendations first and is probably most useful in demonstrating the wide variation in belief and practice.

ELEMENTARY SCHOOLS: School Size Information

SOURCE & DATE	RECOMMENDATION ON SCHOOL SIZE	COMMENTS
Salt Lake City School District, April, 1974	Grades K - 8 not to exceed 600	Recent recommendation to the School Board from the Council on School Building Needs: Elementary Schools
Pasadena Unified School District, April, 1974	551 - 650 pupils (K- 6)	Weighted highest on "optimal capacity" criteria by Dept. of Planning, Research & Development.
Montgomery County Public Schools, Report of Small Schools Task Force, November, 1973	300 - 500 pupils ideal	Based on review of literature
Dade County Public Schools, Physical Plant Div., Instructional Equip. and School Plant Construction Survey of the Major School Systems Thru-Out the U.S. 1970.	1970 Guidelines reported by various school districts, with size of district:	Note that while the largest school system listed (Chicago) also has the highest recommendations in size, smaller systems have similar recommendations. (Dallas and Wichita).

750	Atlanta	(105,119)
600	Baltimore	(133,670)
1200 max.	Chicago	(577,652)
750-1000	Dallas	(160,230)
800	Denver	(95,754)
600	Kansas City, (Missouri)	(70,726)
850	Los Angeles	(642,895)
800-900	Norfolk	(56,308)
560	Omaha	(62,000)
810-1020	Pittsburgh	(72,924)
600- 750	Richmond, (Virginia)	(45,245)
700	San Diego	(130,386)
450	Seattle	(84,669)
600-800	Tulsa	(77,737)
600-1200	Wichita	(63,811)

ELEMENTARY SCHOOLS: School Size Information

SOURCE & DATE	RECOMMENDATION ON SCHOOL SIZE	COMMENTS
Morphet, Johns and Reller 1967	200 - 700 in K - 6	In: Educational Organization and Administration, 2nd Ed., p. 322-25.
Arlington County, Virginia Public Schools: Statement on Elementary School Size, 1965	Two or more classroom groups at each grade level	This report cites factors "which cause the small elementary school to be considered a less effective base for instructional activities and a less efficient administrative unit" when contrasted with schools meeting this recommendation.
George Peabody College for Teachers, 1965	One teacher per grade -- two sections in Grade 7. Minimum enrollment of 240. Optimum would allow 3 sections per grade; 500-720 pupils; travel time not to exceed 1 hour each way.	Factors studied: efficiency in operation, per pupil costs, teacher qualifications, teacher assignments, curriculum offerings, special services, pupil achievement, counseling and library programs, percentage of graduates entering college. (State of Georgia systems studied).
Strong, 1964	Size of elementary school relatively unimportant when socio-economic rank and IQ levels of pupils are comparable. Teachers prefer "medium-sized" schools.	1,054 Grade 6 pupils in 17 large schools in Ohio studied; sample of Grades 3 and 6 teachers in some schools.
Sollars, 1962	300 - 499 pupils	Survey of 30 principals, 70 teachers, and approximately 1,000 pupils in 30 elementary schools in Central Ohio, ranging in size from 100 to over 900 pupils.
The National Elementary Principal, NEA Research Div. Poll of 721 elementary school principals November, 1961	269 - 525 recommended by 50% of the elementary school principals polled. 421 median size.	Based on effective instruction, supervision, and administration.

ELEMENTARY SCHOOLS: School Size Information

SOURCE & DATE	RECOMMENDATION ON SCHOOL SIZE	COMMENTS
Hubbard, Frank How Big is a Good School 1959	400 - 800 pupils	School size has often been settled by impatience and fatigue. The major considerations have been financial. Review of literature.
American Association of School Administrators Commission on School District Reorganization, 1958	Within 3/4 mile walking distance or 1/2 hour bus ride.	
MacVittie, 1954	No school should be more than 400 pupils.	"With increasing enrollment, the individual child lost his identity. Large schools seemed to cause tensions and tended to increase the neglect of the individual pupil."
National Education Ass'n. Dept. of Elementary School Principals Resolution, 1954	"No elementary school should be larger than 500 pupils."	This recommendation overruled the 1948 Yearbook Committee of the same organization.
Nation's Schools opinion poll of Superintendents, 1954	50% favored 350 - 500; 70% favored 250 - 500	Comments included: "Large enough for a varied curriculum, small enough for individual attention." "Large enough to have a full-time principal." "Large enough to have two sections per grade, 14 teachers for a K-6 school." "No elementary school child should be more than 1½ miles from his school during at least the first six years." (urban)

ELEMENTARY SCHOOLS: School Size Information

SOURCE & DATE	RECOMMENDATION ON SCHOOL SIZE	COMMENTS
Engelhardt, Engelhardt and Leggett, 3 school consultants (1953)	For K - 6: 350 with 14 full-time teachers	Based on: 1) This size avoids many of the problems of larger or smaller schools; and 2) No principal can know and work effectively with more than 15 classroom teachers.
National Education Ass'n. Research Division Poll 1949.	457 pupils - Median recommendation of 1,143 respondents in cities of 2,500 or more. 80% of the sizes chosen as "best" size of school by respondents in cities of 100,000 and more, were between 500-800. Total range of replies: 300 - 1000.	"It is likely that most of the superintendents and directors of reseurch replying were reflecting their own experiences and common practices."
National Education Ass'n. Dept. of Rural Education 1948 .	Minimum of 175 pupils and 7 full-time teachers K - 6. More desirable is 300 or more pupils with 12 full-time teachers.	
National Education Ass'n. Dept. of Elementary School Principals 1948.	800 pupils	"...Schools of less than 400 or more than 1,000 pupils did not provide the optimum combination of good education, economy, and efficiency."

2. Process

The Educational Facilities Laboratory Report (1974) points out that a school has usually "become woven into the fabric of a neighborhood," and district staff should not automatically make the assumption that the cost-conscious citizen will see closure of a school as a simple and attractive solution. "...It is a social and human problem, accompanied by all the stresses and strains that press on an organization in time of consolidation." But once identified, it is a problem that will not go away. The report makes a number of important points concerning the process that any district will need to consider:

1) Allow plenty of lead time.

2) Don't do it by yourself--involve the community, and expect this involvement to take time. Participation means, among other things, that the facts must be studied, assimilated and accepted.

3) The community must be left some options--define a long-range plan first, then select the best compatible short-term strategy.

4) Task forces are a good initial step.

5) Public hearings are a must.

6) Support of district staff is necessary.

Experiences reported by other school districts can only suggest possible processes to be considered in terms of Highline's unique situation, but these experiences offer extremely useful guidelines. In general, communities with a plan are noticeably more successful. (EFL Report, 1974)

The Hayward Unified School District (California) has closed four elementary schools and delayed the construction of a new high school over the last few years. After the first closing, the administration was taken to court by parents.

In the San Juan, California, School District (a suburb of Sacramento), announcement of closure of three elementary schools caused such an uproar in one of the neighborhoods that that particular closure was delayed for a year of further study. In a conference call made by six of the Task Force members on May 29, 1974, the San Juan superintendent and two of his staff members related some of the long-range problems which have occurred at that school due to the unanticipated negative reaction and delay. In relating their situation, they emphasized: the need for lead time, the need for working with the parents and staff of the receiving school as well as the closed school, the importance of offering something better (or at least as good) in terms of educational program in the receiving school, and the particular difficulty involved in closing a school located in a high socio-economic neighborhood.

In Plainview, New York, elementary schools were paired K - 3 and 4 - 6 in 1967. Now that closings appear necessary, reverting to a K - 6 pattern in some schools and closing one of the pair won't change boundary lines since pupils in the closed school of each pair were slated to attend the other school anyway. The district found the use of a community survey very helpful in planning. Such material as demographic information, what the community thought of its schools, and how they would like to see them used was collected.

The Pasadena Unified School District (California) developed and used a school closure matrix which allowed them to objectively rank order all schools in order of desirability for closures (letter from superintendent, April 22, 1974).

Several school districts have reported the use of advisory committees or task forces. After considerable study, the Salt Lake City School District's Council on School Building Needs recommended this April that the declining enrollment situation be handled by organizational change -- shift back to a K - 8 and 9 - 12 program. This recommendation, supported largely by their desire to keep the neighborhood elementary schools open and meet the facility

needs caused by inadequate junior high buildings, was still under debate by the School Board at last report.

The Report of the Small Schools Task Force made to the Montgomery County (Md.) School Board last November, advised that each school falling below an enrollment of 300 students be reviewed annually for the following possible options: closure, reduction of operating costs, expansion of enrollment, changing the nature of the school, or allowing it to operate unchanged. As of the April 29, 1974, School Board meeting, this recommendation is still being debated.

Reports from additional sources generally confirm the points reported above. The EFL report states that any plan for dealing with "shrinkage" must have:

1) A set of agreed-on goals, with specific objectives spelled out for each.

2) A factual base defining the "givens" upon which the plan can be developed. In the case of a plan for facility use, this base includes enrollment and their projections; schools, their location, capacity, and general level of adequacy; community changes affecting the location of people and the composition of their groupings; and a "picture" of the physical structure of the district. Cost data on new construction and renovation may also be required.

3) An analysis of the factual data. This is an exercise in fitting the numbers--pupils and schools--together, and of arranging them in their physical setting.

4) A set of possible solutions: alternative grade organizations, patterns of school use, abandonment for outmoded or unsafe schools, needed new construction or closings (or both).

5) A choice among alternatives for a preferred course of action, a justification for the alternative selected, the preparation of the time sequence for the actions to be taken, a cost analysis of the implications of the selected plan as against alternative options.

Background of the Study (Cont'd.)

3. General

Several ERIC and library searches which were made reveal that very little has been published to date concerning a school district's problems in dealing with declining enrollment. The recent appearance of the EFL report Fewer Pupils/Surplus Space indicates that good information is being prepared about this subject and the district should make every effort to keep in touch with new information as it appears.

Prior to establishment of the district's Task Force, several outside experts were consulted and information from neighboring school districts was checked. Other than Seattle, where desegregation and reorganization are occurring simultaneously with declining enrollment, the Highline School District is ahead of other local districts in its need for planning to meet this problem.

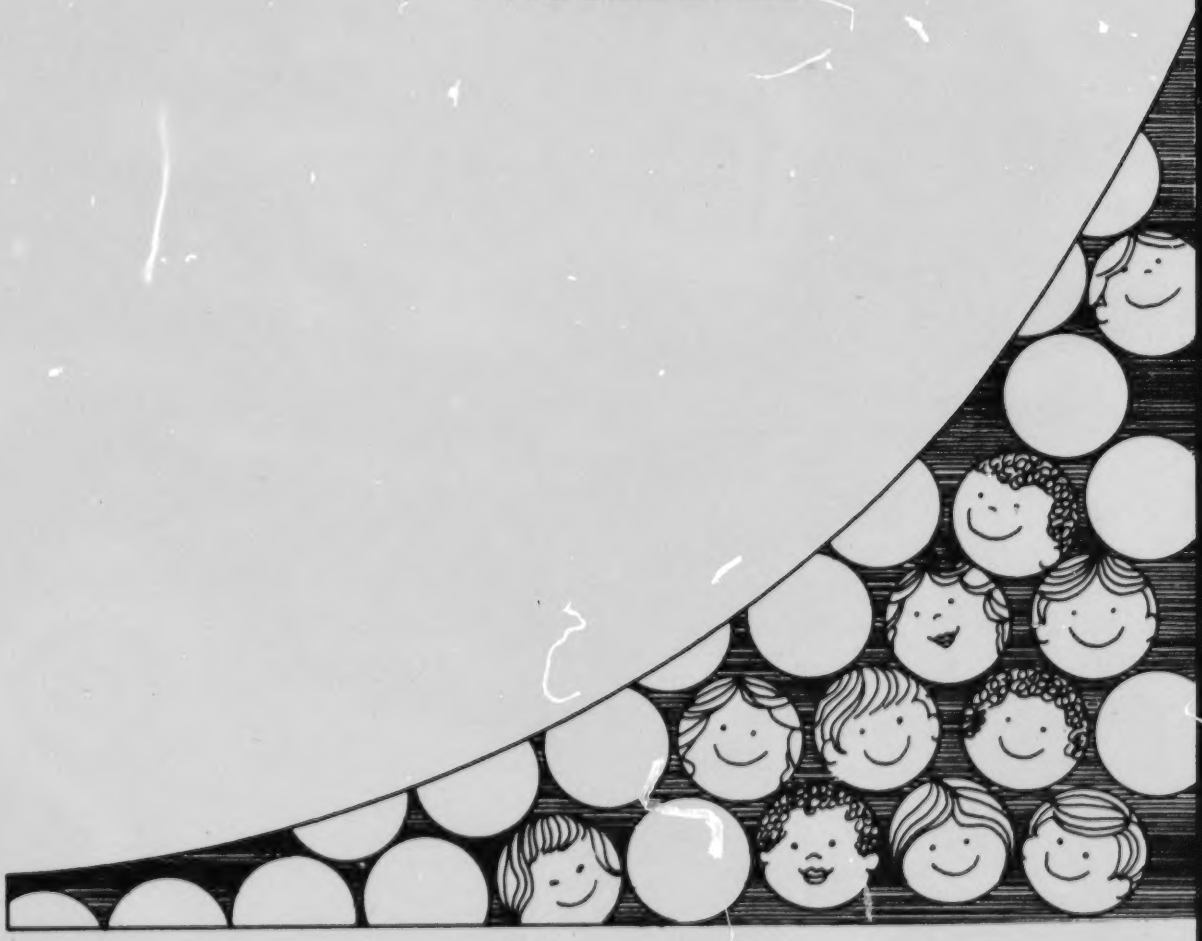
Two other sources of information have been heavily consulted in the work of this Task Force. A Master Plan for the Highline Public Schools, revised November, 1973, includes enrollment projections through 1981 geographic and environmental factors, bond issue proposals, and descriptive material and ratings of each school facility. From the wealth of information supplied by the Sea-Tac Communities Plan, demographic data such as median income, employment, age and type of housing, population density, population composition, population mobility, vacant land, and level of education were found useful.

Summary: Our review of outside information reveals some points for consideration.

1. There are differences in opinion concerning the ideal school size, but recent innovations tend to support a more flexible view...as long as costs do not become generally excessive or widely variant for different schools. The overall picture seems to indicate that elementary schools become less efficient and more costly when they fall below 300 students.

2) Various districts have closed schools using rationale based on cost savings data, facility evaluation matrix computations, task force or advisory committee recommendations, community surveys and public hearings. It seems apparent that all these factors--costs, facilities, community aspects plus a hard look at possible alternative uses of space should be integrated into the plan adopted by the Highline School District.

PROCEDURES



TASK FORCE - ENROLLMENT DECLINE

Procedures

Selection of Committee

At the Highline School District Board of Directors meeting on February 13, 1974, Superintendent Robert D. Sealey presented a request to study concerns relating to declining enrollment in the Highline School District. Dr. Sealey suggested that the study should be completed by July 1, 1974 and that the District contract an outside consulting firm or employ temporary staff to proceed with the study. After considerable discussion, the Board recommended the District explore the use of district staff to complete the study, and proceed immediately.

It was decided to take the district staff approach and involve a committee of staff people, students and citizen representatives of the various interest groups in the community. A specific objective was to insure representation from each high school service area. Names of persons who might be interested in serving on this committee were requested from principals, other staff and from citizens of the community.

During the last week of March, 24 persons were contacted to see if they would be willing to serve on this committee by Dr. Doyle Winter, the chairman appointed by the superintendent.

In addition, Linda McClelland was employed to work as project facilitator to assist the work of the committee on a full-time basis for three months (April through June). The following members make up the Task Force and represent staff and citizens from each of the high school service areas:

Selection of Committee (Cont'd.)

Committee Members

Chairman:	Doyle Winter	Administrative Assistant
Project Facilitator:	Linda McClelland	
Members:	Walter Carsten	Area Administrator
	John Fallis	Area Administrator
	Ted Gary	Principal, North Hill Elementary School
	Ron Hull	Student Placement Counselor
	James Jennings	Director, Business & Plant
	Fred Minahan	Vice Principal, Glacier Sr. High School
	Carroll Myers	Principal, Sunset Jr. High School
	Roger Reimer	Director, Forward Thrust Swimming Pool
	Doug Ringenbach	Teacher, Mt. Rainier Sr. High School
	Dorothy Watson	Teacher, Bow Lake Elementary School
	Katheryn White	Principal, Valley View Elementary School
	Len Zevenbergen	Principal, Evergreen Sr. High School
	Maxine Bowlin	Community Representative, Glacier Area
	William Clothier	Community Representative, Evergreen Area
	Larry Crowell	Community Representative, Highline Area
	Thelma Hagberg	Community Representative, Mt. Rainier Area
	Irene Jones	Community Representative, Tyee Area
	R. William Jury	Community Representative, Highline Area
	Adam Petronis	Community Representative, Evergreen Area
	Joan Reel	Community Representative
	Dan Ervin	Student, Highline Sr. High School
	Tammy Sprague	Student, Mt. Rainier Sr. High School
Resource Persons:	George Pasnick	Assistant Superintendent
	Ted Knauss	Administrative Intern
	Jerry Hansen	Administrative Intern

General Review of the Meetings

Six regular Task Force meetings were held during the months of April, May and June. In addition, several special subcommittee meetings were held. Attendance has been high for all meetings. Minutes and attendance were recorded for all meetings and are available.

The timeline on the following page summarizes briefly the process through which the Task Force arrived at the data and recommendations included in this report.

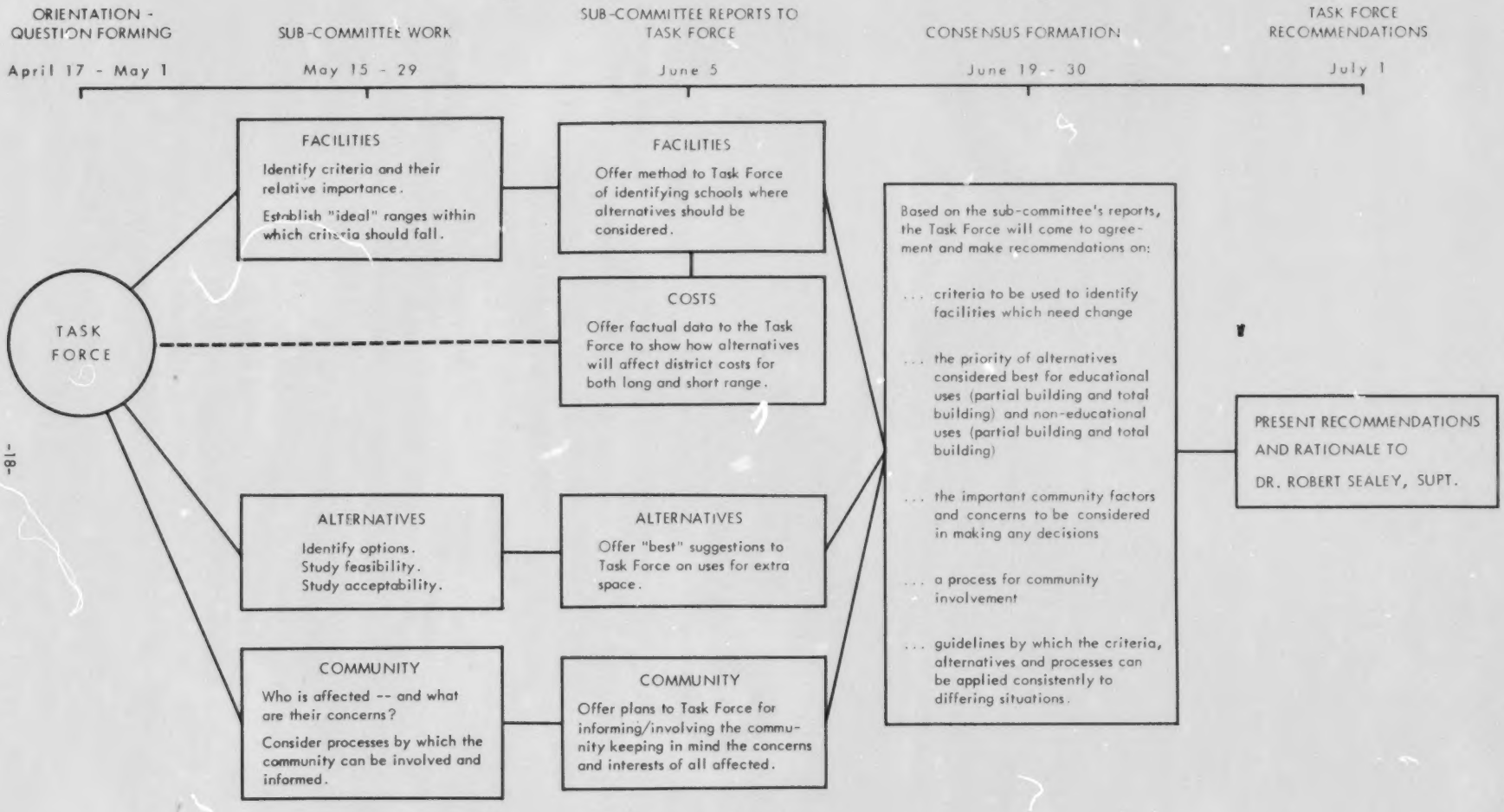
The first meeting was held on April 17, 1974. Dr. Robert Sealey, Superintendent, introduced the members of the Task Force and outlined the purpose and need for its existence. With the aid of transparencies and Master Plan data he reviewed the history of the district's growth through the late 1960s and subsequent figures which revealed the beginning, in 1968-69, of a period of enrollment decline. Information concerning the district's present status and predictions for the future was reviewed and discussed. Copies of the Master Plan for Highline Public Schools were distributed to all members.

On May 1 the Task Force met to review the data contained in the Master Plan, raise questions, and determine how the Task Force should best proceed. A summary of information concerning school size, and a list of facility criteria to be considered were presented. The numerous questions raised at this meeting fell into three main categories--Facilities and Costs, Alternative Uses of Space, and Community Aspects.

Prior to the May 15 meeting, all members were contacted concerning their ideas on possible uses of excess space. These suggestions were compiled into a master list. In addition, a 25-question opinionnaire of the members' views on community attitudes was sent to each member for response.

On May 15 the previous meetings' accomplishments and frustrations were reviewed. Detailed information on the main areas of concern was presented with suggestions for work. It was determined that each member should choose one of the main areas and work should proceed in small groups which would report back to the Task Force. Some methods of gaining group consensus were presented.

TIMELINE


ORIENTATION - QUESTION FORMING
April 17 - May 1
SUB-COMMITTEE WORK
May 15 - 29
SUB-COMMITTEE REPORTS TO TASK FORCE
June 5
CONSENSUS FORMATION
June 19 - 30
TASK FORCE RECOMMENDATIONS
July 1
TASK FORCE
FACILITIES
Identify criteria and their relative importance.
Establish "ideal" ranges within which criteria should fall.
FACILITIES
Offer method to Task Force of identifying schools where alternatives should be considered.
COSTS
Offer factual data to the Task Force to show how alternatives will affect district costs for both long and short range.
ALTERNATIVES
Identify options.
Study feasibility.
Study acceptability.
ALTERNATIVES
Offer "best" suggestions to Task Force on uses for extra space.
COMMUNITY
Who is affected -- and what are their concerns?
Consider processes by which the community can be involved and informed.
COMMUNITY
Offer plans to Task Force for informing/involving the community keeping in mind the concerns and interests of all affected.
Based on the sub-committee's reports, the Task Force will come to agreement and make recommendations on:
... criteria to be used to identify facilities which need change
... the priority of alternatives considered best for educational uses (partial building and total building) and non-educational uses (partial building and total building)
... the important community factors and concerns to be considered in making any decisions
... a process for community involvement
... guidelines by which the criteria, alternatives and processes can be applied consistently to differing situations.
PRESENT RECOMMENDATIONS AND RATIONALE TO
DR. ROBERT SEALEY, SUPT.

General Review of the Meetings (Cont'd.)

The subcommittees were formed as follows:

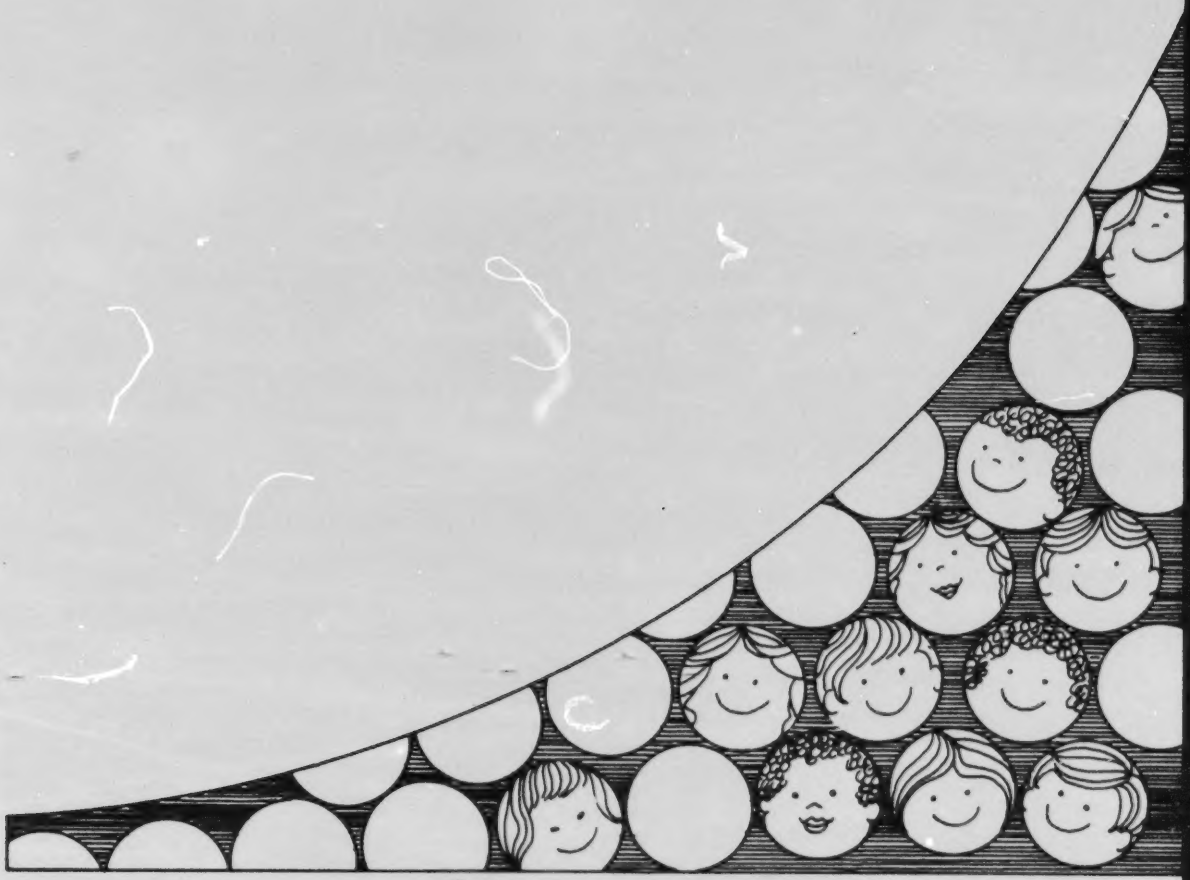
FACILITIES	ALTERNATIVES	COMMUNITY
Thelma Hagberg	Walt Carsten *	Maxine Bowlin
James Jennings *	Ron Hull	William Clothier
Ted Knauss (resource person)	Doug Ringenbach	Larry Crowell
Fred Minahan	Tammy Sprague	Dan Ervin
Carroll Myers	Dorothy Watson	John Fallis *
Adam Petronis	Kathy White	Ted Gary
Roger Reimer	Len Zevenbergen	Irene Jones
		R. William Jury
		Linda McClelland
		George Pasnick (resource person)
		Joan Reel

* Reported subcommittee work to Task Force

Subcommittees continued their work through the May 29 meeting and on June 5 presented written summaries to the total Task Force. Discussion and review of each report followed presentations. Based on the subcommittee reports, a preliminary draft of the Task Force report was prepared and distributed.

On June 19 the members met for review and revision of the preliminary report. Recommendations concerning each of the major sections were drafted and agreed upon by the membership. A section on general cautions concerning the use of the report was approved and incorporated and the revised report approved for final copy. All members were urged to be present for the presentation of the report to the School Board and the final meeting of the Task Force was adjourned.

COMMUNITY CONSIDERATIONS



TASK FORCE - ENROLLMENT DECLINE

Community Considerations

Introduction

The Highline community has historically had a part in making decisions that affect education within the school district. Future decisions related to the district's enrollment decline should be made with continued community input to reflect community sentiments and to define the impact on the community.

The task of suggesting the manner in which the Highline community should be involved and informed prior to decisions concerning the alternatives, and the manner in which the community input for the decisions should be utilized and communicated was studied by the Task Force. The focus of this study of community aspects was centered around the following key questions:

1) What groups in the community are affected?
2) What are the community concerns?
3) How can community opinion and reaction be assessed?
4) How can we involve the community?
5) How can we inform the community regarding decisions?

The ideas presented represent individual suggestions of the members, discussion, "brainstorming", prioritizing, and Task Force review and revision. A process is suggested by which the district will involve the community in considering what changes should be made.

Publics Affected

The following is a list of the publics affected by the decisions made concerning declining enrollment. They are listed by degree of impact and the need for consideration, tions and involvement in the process. Parents of school children and property owners were overwhelmingly placed at the top of the list.

	Publics Affected
PRIORITY I	Parents of School Children
	Property Owners
PRIORITY II	District Personnel
	Students
	Business Community
	Civic Groups
	Governmental Agencies
PRIORITY III	Senior Citizens
	Churches
	Apartment Owners Associations and Families

Concerns of the Publics

The following is a list of the general items of concern, listed in order of importance:

Concerns of the Publics

Cost
Relocation of Students
Quality of Education
Emotional Impact
Compatible Land Use
Impact on Community Life
Impact on Property Values
Timing of School Use Changes
Airport Noise Impact
Alternative Use of Buildings
Opportunity to Influence Decisions
Permanence of Change
Effect on Curriculum Offering

Methods for Assuring Communications:

School District Community

The following are methods which allow for dissemination of information to the public and also allows the public opportunity to provide information to the district. The items are listed in order of effectiveness as viewed by the Task Force.

1. Building a Knowledge Base

   a. Mail survey
   b. Special issues of school newsletters
   c. News releases
   d. Handouts: Students - Parents (with room for response)
   e. Q Sort (priority ratings by building meetings and mail)
   f. Student Projects

2. Exchanging Information

   a. Public meetings -- well publicized
   b. Neighborhood meetings at school
   c. Staff meetings
   d. Meetings with special interest groups
   e. District Hotline
   f. Invite editors to meetings to get support
   g. Informal small coffee hours
   h. TV Panel - call in
   i. On agenda at school board meeting

Information to be Communicated with Affected Publics

The district should be prepared to supply information concerning all the areas listed below under each group. It may be desirable to establish priorities within each of the groups at a later time.

1. Parents of school children

   .... Cost (how much will be saved? how will savings be used? effect on taxes?)

Information to be Communicated with Affected Publics (Cont'd.)

.... Effect on quality of education

.... Use of buildings - alternatives

.... Transportation

.... Non-interference with program

.... Open enrollment

.... Timing

.... Boundary alternatives

.... Permanence of change

.... Transition

.... Special education (where housed?)

.... Importance of parent input and how it will be utilized

.... General effect on neighborhood (stability)

.... Impact of airport noise

.... Will the neighborhood lose its center?

2. Property Owners

.... Cost impact

.... Land use compatibility

.... Alternate use of facilities

.... Boundaries

.... Transportation

.... Timing

.... Permanence of change

.... Quality of education

.... Emotional impact

.... Long-range impact on community

a. Tax base, property values

b. Environment, zoning

c. Positive impact

d. Transportation needs

.... Credibility of this movement

Information to be Communicated with Affected Publics (Cont'd.)

3. District Personnel

.... Timing (early - continuously)

.... Job security (assignment options)

.... Need for their support

.... Relationship of program to changes and quality

.... Quality of working conditions, facilities, materials

.... Promotional opportunities

.... Effect on individual school population

.... Effect on all categories of school employees

.... Will elementary, junior high, senior high be affected equally?

4. Students

.... Effect on after school activities

.... Timing

.... Quality of education

.... Open enrollment

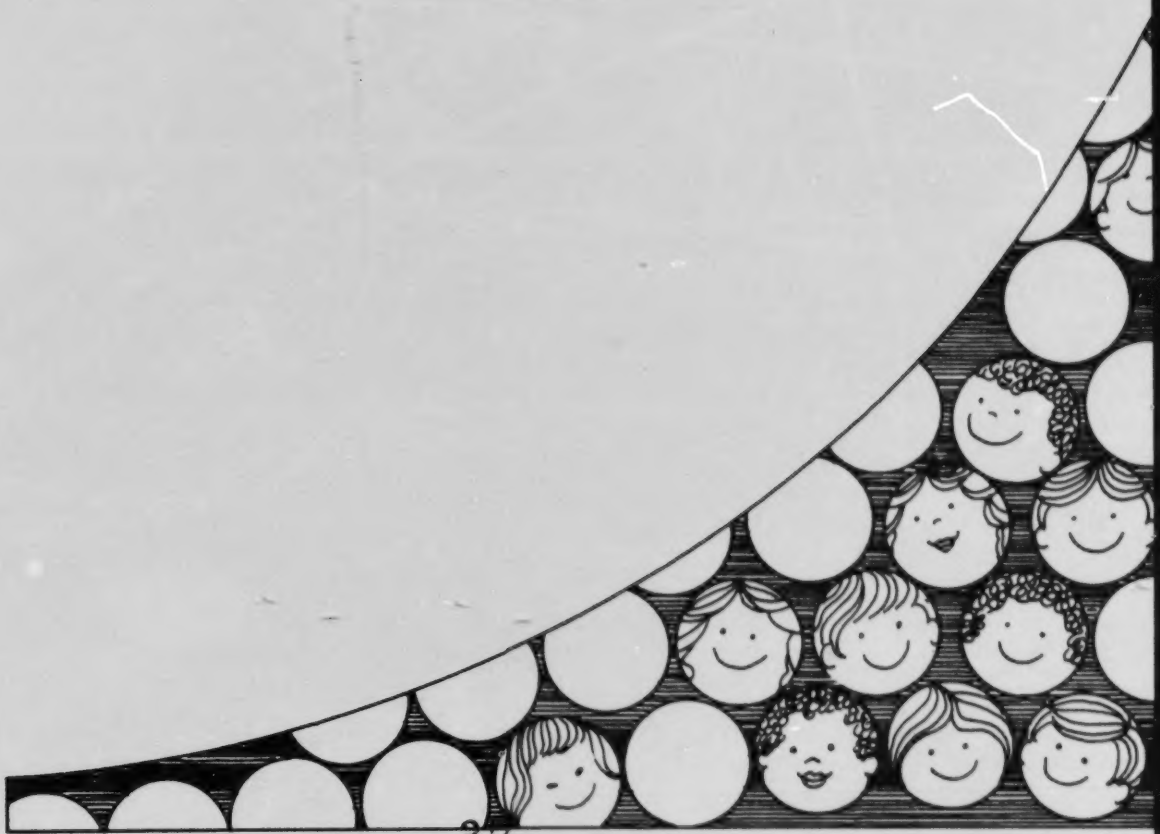
.... Transportation

.... Curriculum offering

.... Who is involved?

In communicating with the various publics, the district has an obligation to provide full information, structure a process for involvement, consider all alternatives, and inform the public of decisions in such a way as to maintain community support. A suggested process and sample timeline is combined in the final section of the report.

FACILITY CONSIDERATIONS



TASK FORCE - ENROLLMENT DECLINE

Facility Considerations

Introduction

The objective of the facilities study was to develop a set of criteria which could be used to identify those schools where current operations need additional evaluation. An appropriate instrument such as the facility evaluation matrix described in this section, provides several advantages in making an overview of schools in the district. It does the following:

1. Defines criteria of measurement.
2. Identifies all factors used in the evaluation.
3. Provides consistency in measurement or evaluation.
4. Defines the relative relationships between evaluation components.

The Facilities Subcommittee identified nine categories which should be considered in evaluating facilities. Each of the categories was assigned a weighting to indicate its relative importance. To obtain the weightings, a profile of an ideal school was developed and its components were rated by the subcommittee. After the subcommittee presented a tentative rating scale to the Task Force for reaction, the categories were refined and weighted as follows:

Category	Weighting	Percent of Total
Educational Adequacy	6	20
Operational Costs	6	20
Enrollment	4	13
Percent of Enrollment Decline	3	10
Airport Impact	3	10
Alternate Use Factor	3	10
Modernization Potential	2	7
Building Capacity	2	7
Traffic and Safety Considerations	1	3
	30	100

Category Descriptions

Educational Adequacy

This category, representing 20% of the total consideration, is a measure of the ability of the facility to meet the requirements of a good instructional program. Included is an evaluation of the facility as reported in Master Plan for Highline Public Schools, capital improvement needs, capacity as it relates to program, and several miscellaneous factors such as playgrounds, cafeterias, walk-in schools.

Operational Costs

This category, representing 20% of the total consideration, consists of those building operating costs which fluctuate little, if at all, in relation to the number of students in attendance. Such non-transferring costs include utilities, building maintenance and operating costs and supplies, and average salaries for principal, secretary and custodian. For each school a percentage of non-transferring costs and a per pupil non-transferring cost has been calculated. These costs can be used to estimate possible savings should the building not be in operation.

Enrollment

The enrollment category comprises 13% of the total weighting and represents the number of students housed in a school. Two additional factors were given consideration: the relationship between a school's present enrollment and its capacity, and the school's capability to absorb an increase in enrollment of at least 10%

Percent of Enrollment Decline

The percent of decline category, representing 10% of the total weighting, refers to the rate of enrollment decrease since 1970. It is assumed that a similar rate of decrease will continue in the near future. Schools with the most stable enrollment figures received the highest rating in this category.

Category Descriptions (Cont'd.)

Airport Noise Impact

The airport noise impact category represents 10% of the total weighting; it relates to the proximity of the school to aircraft flight patterns and resulting noise interference.

Alternate Use Factor

This category representing 10% of the total evaluates the adaptability of the building and site to a partial or complete non-educational use. Schools which have limited adaptability for alternate uses received higher ratings.

Modernization Potential

This category, representing 7% of the total, evaluates the ease of renovating each facility. Such items as the general plan of the building, the structural components and heating and ventilation systems were considered.

Building Capacity

The building capacity category, representing 7% of the total, refers to the number of students the school is capable of housing. For the purposes of this evaluation, a capacity of 350 students was considered optimum.

Traffic and Safety Considerations

The traffic and safety category, representing 3% of the total, includes major freeways or arterials which impact the school's attendance area and create hazards to students walking to school.

Category Descriptions (Cont'd.)

A rating was assigned under each of the nine categories for each school, resulting in a facility evaluation matrix. The suggested use of the matrix is to identify ranges of value to the district's educational program. The matrix also permits careful examination of schools for possible boundary changes, alterations, alternative uses, or closure. It is recognized that additional special considerations must be carefully evaluated for each facility once ranges have been identified.

It must be recognized that if a decision is made regarding one facility, the matrix will need to be revised because one change could affect several schools, just as new data could affect the relationship of several schools.

SCHOOL FACILITY EVALUATION MATRIX
(ELEMENTARY SCHOOLS)

	Educational Adequacy		Operational Costs		Enrollment		Percent Decline		Airport Impact		Alternate Use Factors		Modernization Potential		Building Capacity		Traffic and Safety		TOTAL
Weightings	x	6	x	6	x	4	x	3	x	3	x	3	x	2	x	2	x	1	30
Beverly Park	3	18	1	6	2	8	2	6	3	9	4	12	3	6	3	6	3	3	74
Boulevard Park	4	24	3	18	5	20	2	6	1	3	3	9	2	4	5	10	1	1	95
Bow Lake	4	24	4	24	4	16	5	15	3	9	3	9	2	4	5	10	1	1	112
Cedarhurst	5	30	3	18	4	16	2	6	2	6	4	12	4	8	5	10	1	1	107
Chelsea Park	3	18	2	12	1	4	3	9	3	9	1	3	1	2	4	8	3	3	68
Crestview	4	24	1	6	1	4	1	3	4	12	2	6	1	2	4	8	3	3	68
Des Moines	4	24	4	24	5	20	2	6	2	6	3	9	3	6	5	10	1	1	106
Gregory Heights	5	30	5	30	4	16	5	15	4	12	5	15	2	4	5	10	5	5	137
Hazel Valley	4	24	4	24	4	16	3	9	3	9	5	15	2	4	5	10	3	3	114
Hilltop	4	24	3	18	3	12	4	12	2	6	2	6	3	6	5	10	3	3	97
Lake Burien	3	18	5	30	5	20	4	12	4	12	5	15	3	6	5	10	3	3	126
Madrona	4	24	4	24	4	16	5	15	2	6	2	6	3	6	5	10	4	4	111
Manhattan	4	24	2	12	5	20	2	6	2	6	2	6	3	6	5	10	4	4	94
Marvista	4	24	2	12	2	8	1	3	3	9	4	12	4	8	5	10	3	3	89
McMicken Heights	4	24	2	12	3	12	2	6	3	9	4	12	2	4	5	10	5	5	94
Midway	3	18	5	30	4	16	5	15	1	3	2	6	2	4	5	10	1	1	103
Mount View	4	24	4	24	4	16	1	3	4	12	4	12	2	4	5	10	2	2	107
Normandy Park	1	6	5	30	2	8	5	15	4	12	4	12	2	4	2	4	5	5	96
North Hill	5	30	5	30	4	16	5	15	2	6	2	6	2	4	5	10	2	2	119
Parkside	3	18	4	24	4	16	1	3	1	3	4	12	3	6	5	10	4	4	96
Riverton Heights	5	30	1	6	1	4	1	3	2	6	3	9	4	8	4	8	5	5	79
Salmon Creek	4	24	3	18	4	16	2	6	4	12	3	9	3	6	5	10	1	1	102
Shorewood	4	24	5	30	4	16	5	15	4	12	4	12	3	6	5	10	2	2	127
Southern Heights	4	24	2	12	3	12	1	3	1	3	2	6	3	6	5	10	2	2	78
Sunnydale	3	18	1	6	3	12	1	3	3	9	3	9	2	4	5	10	1	1	72
Sunny Terrace	4	24	1	6	2	8	1	3	2	6	3	9	3	6	3	6	3	3	71
Valley View	2	12	2	12	2	8	2	6	4	12	5	15	5	10	3	6	2	2	83
White Center Heights	4	24	5	30	4	16	2	6	3	9	3	9	5	10	5	10	3	3	117

Supporting Information for the Matrix

The remaining pages in this section further explain how ratings under each category in the matrix were established and how the information was collected.

Educational Adequacy

The following scale in the Master Plan for Highline Public Schools was used for determining the team evaluation rating:

5 = Excellent
4 = Good
3 = Average
2 = Marginal
1 = Poor

The optimal program size figure indicates having two grades at each level, a full-time principal, and a full-time librarian. The rating scale used was:

5 = 350 + enrollment potential
4 = 300 - 349 " "
3 = 250 - 299 " "
2 = 200 - 249 " "
1 = Less than 200 enrollment potential

The modernization cost figures for each school were taken from the Master Plan. The following scale was utilized:

5 = No modernization required
4 = Under $25,000 in modernization required
3 = $26,000 to $75,000 in modernization required
2 = $76,000 to $125,000 in modernization required
1 = Over $126,000 in modernization required

The square footage per pupil at building enrollment capacity was rated for each school according to the following scale:

5 = 100 + sq. ft. per pupil
4 = 90 - 99 sq. ft. per pupil
3 = 80 - 89 sq. ft. per pupil
2 = 70 - 79 sq. ft. per pupil
1 = Less than 70 sq. ft. per pupil

Educational Adequacy
(Cont'd.)

A miscellaneous factor was developed to measure other desirable school features which a school may possess. Schools possessing a cafeteria, a covered play area, or a student population all living within walking distance received 1 point for each feature. In addition, school sites of 11 acres or more received 3 points; sites of 9 to 11 acres received 2 points, and sites of 7 to 9 acres received 1 point. Sites below 7 acres received no additional points. A total for all miscellaneous points was developed and rated according to the following scale:

5 = 5 or more miscellaneous points
4 = 3 or 4 miscellaneous points
3 = 2 miscellaneous points
2 = 1 miscellaneous point
1 = 0 miscellaneous points

A final rating of the schools for educational adequacy was obtained by multiplying both the team evaluation and optimal program size factors by 3 (due to greater significance of these factors) and adding the total to the points for the other three factors. A final total was achieved which was rated on the following scale:

5 = 38 total points or higher
4 = 34 - 37 total points
3 = 30 - 33 total points
2 = 26 - 29 total points
1 = 25 or fewer total points

Revised 11-75

EDUCATIONAL ADEQUACY

SUMMARY SHEET

	Team Evaluation Rating	Evaluation	Capacity for Optimal Program	Optimal Capacity Rating	Modernization Required	Square Foot Capacity	Miscellaneous Features	TOTAL POINTS	Educational Adequacy Rating
Weightings	x	3	x	3	x 1	x 1	x 1		
Beverly Park	4	12	3	9	5	5	0	31	3
Boulevard Park	3	9	5	15	3	4	3	34	4
Bow Lake	4	12	5	15	3	2	2	34	4
Cedarhurst	5	15	5	15	4	3	1	38	5
Chelsea Park	3	9	4	12	5	4	1	31	3
Crestview	4	12	4	12	4	3	3	34	4
Des Moines	3	9	5	15	5	4	1	34	4
Gregory Heights	4	12	5	15	5	3	3	38	5
Hazel Valley	3	9	5	15	3	5	2	34	4
Hilltop	4	12	5	15	4	3	2	36	4
Lake Burien	3	9	5	15	3	2	1	30	3
Madrona	4	12	5	15	3	4	1	35	4
Manhattan	4	12	5	15	5	2	3	37	4
Marvi.ta	4	12	5	15	4	2	4	37	4
McMicken Heights	4	12	5	15	5	4	1	37	4
Midway	3	9	5	15	1	3	2	30	3
Mount View	4	12	5	15	5	4	1	37	4
Normandy Park	4	12	2	6	1	5	1	25	1
North Hill	4	12	5	15	5	2	4	38	5
Parkside	3	9	5	15	2	3	3	32	3
Riverton Heights	5	15	5	15	4	3	2	39	5
Salmon Creek	4	12	5	15	3	3	2	35	4
Shorewood	4	12	5	15	4	3	0	34	4
Southern Heights	4	12	5	15	5	2	1	35	4
Sunnydale	2	6	5	15	3	4	2	30	3
Sunny Terrace	4	12	3	9	4	5	4	34	4
Valley View	4	12	3	9	1	4	2	28	2
White Center Heights	4	12	5	15	5	3	2	37	4

Revised 11-75

Table # 3

EDUCATIONAL ADEQUACY

DATA SHEET

SCHOOL	Team Evaluation	Optimal Capacity	Modernization Costs	Square Foot Per Pupil at Capacity	Cafeteria	Large Play-ground Site (Acres)	Covered Play Area	Walk-In School
Beverly Park	G	275		106				
Boulevard Park	M/G	575	$ 45,000	91	Yes	8.2		Yes
Bow Lake	G	475	75,000	73		9.1		
Cedarhurst	E	475	5,000	83				Yes
Chelsea Park	A/G	300		95				Yes
Crestview	G	325	20,000	86		10.9		Yes
Des Moines	F/G	450		92	Yes			
Gregory Heights	G	550		87		9.5	Yes	
Hazel Valley	A/G	425	40,000	108	Yes	8.9		
Hilltop	G	350	10,000	86		8.3	Yes	
Lake Burien	P/A/G	475	40,000	70	Yes			
Madrona	G	375	75,000	94		8.4		
Manhattan	G	425		78		9.9		Yes
Marvista	G	375	15,000	79		14.7	Yes	
McMicken Heights	G	425		96				Yes
Midway	A	375	135,000	87		10.5		
Mount View	G	450		99				Yes
Normandy Park	G	200	170,000	100				Yes
North Hill	G	500		77		13.	Yes	
Parkside	A	400	87,000	86		14.2		
Riverton Heights	E	525	12,000	86			Yes	Yes
Salmon Creek	G	350	45,000	84			Yes	Yes
Shorewood	G	525	5,000	80				
Southern Heights	G	450		76				Yes
Sunnydale	M/G	475	35,000	95	Yes			
Sunny Terrace	G	250	20,000	101		9.8	Yes	Yes
Valley View	G	250	200,000	98			Yes	Yes
White Center Heights	E/G	400		85		9.8		Yes

Costs

Each schools' non-transferring per pupil costs (operating costs unaffected by enrollment) and the percentage of that school's total expenditures were calculated. Each factor was rated 5 to 1, and totalled for a final cost rating.

The scale used for rating the non-transferring costs per pupil was as follows:

5	=	Less than $210
4	=	$210 - $225
3	=	$226 - $250
2	=	$251 - $275
1	=	Over $275

The scale used for determining the percentage of non-transferring costs was as follows:

5	=	Below 25%
4	=	25% - 26%
3	=	27% - 28%
2	=	29% - 30%
1	=	Over 30%

A final cost rating was achieved by adding the per pupil and percentage figures, using the following scale based on the total:

5	=	10 points
4	=	9 - 8 points
3	=	7 - 6 points
2	=	5 - 4 points
1	=	3 - 2 points

Table #4

ACTUAL COSTS

1974-75

SUMMARY SHEET

SCHOOL	Non-Transferring Costs Per Pupil 1974-75	Percent of Non-Transferring Costs	Cost Per Pupil Rating	Percent of Total Cost Rating	TOTAL	Cost Rating
Beverly Park	231.98	29.2	3	3	6	3
Boulevard Park	236.67	29.9	3	2	5	2
Bow Lake	246.43	30.0	3	2	5	2
Cedarhurst	228.43	29.3	3	3	6	3
Chelsea Park	306.15	34.3	1	1	2	1
Crestview	265.86	30.2	2	2	4	2
Des Moines	214.83	27.4	4	4	8	4
Gregory Heights	220.24	27.8	4	3	7	3
Hazel Valley	226.37	28.2	3	3	6	3
Hilltop	215.62	26.1	4	4	8	4
Lake Burien	223.22	28.7	4	3	7	3
Madrona	226.95	27.8	3	3	6	3
Manhattan	222.94	28.7	4	3	7	3
Marvista	247.17	29.2	3	2	5	2
McMicken Heights	264.39	30.4	2	2	4	2
Midway	177.36	23.1	5	5	10	5
Mount View	207.80	24.5	5	5	10	5
Normandy Park	207.94	25.3	5	5	10	5
North Hill	224.41	27.4	4	3	7	3
Parkside	194.23	24.2	5	5	10	5
Riverton Heights	279.48	31.0	1	1	2	1
Salmon Creek	215.94	26.2	4	4	8	4
Shorewood	235.34	30.2	3	1	4	2
Southern Heights	260.91	30.1	2	1	3	1
Sunnydale	298.63	35.2	1	1	2	1
Sunny Terrace	264.13	31.3	2	2	4	2
Valley View	336.30	33.0	1	1	2	1
White Center Heights	196.62	25.3	5	5	10	5
CLOSED SCHOOLS September 1975 – Angle Lake	275.98	34.5	1	1	2	1
Burien Heights	240.15	28.2	3	3	6	3
Lakeview	359.22	35.1	1	1	2	1
Maywood	259.07	30.1	2	1	3	1
North Shorewood	300.39	32.6	1	1	2	1

PROJECTED COSTS

1975-76

SUMMARY SHEET

SCHOOL	Non-Transferring Costs Per Pupil 1975-76	Percent of Non-Transferring Costs	Cost Per Pupil Rating	Percent of Total Cost Rating	TOTAL	Cost Rating
Beverly Park	$ 277.95	30.3	1	2	3	1
Boulevard Park	237.57	28.4	3	3	6	3
Bow Lake	202.84	26.9	5	4	9	4
Cedarhurst	233.35	27.3	3	3	6	3
Chelsea Park	265.33	30.8	2	2	4	2
Crestview	314.52	32.6	1	1	2	1
Des Moines	216.42	26.9	4	4	8	4
Gregory Heights	184.76	24.3	5	5	10	5
Hazel Valley	213.79	25.1	4	4	8	4
Hilltop	235.38	26.4	3	4	7	3
Lake Burien	185.28	23.8	5	5	10	5
Madrona	209.97	25.9	5	4	9	4
Manhattan	230.79	29.5	3	2	5	2
Marvista	254.72	27.7	2	3	5	2
McMicken Heights	274.05	30.3	2	2	4	2
Midway	180.47	22.8	5	5	10	5
Mount View	218.31	26.3	4	4	8	4
Normandy Park	198.20	24.6	5	5	10	5
North Hill	158.47	20.9	5	5	10	5
Parkside	210.19	25.8	4	4	8	4
*Riverton Heights	295.01	30.4	1	2	3	1
Salmon Creek	235.49	27.8	3	3	6	3
Shorewood	167.74	22.3	5	5	10	5
Southern Heights	258.53	30.9	2	2	4	2
Sunnydale	306.07	34.5	1	1	2	1
Sunny Terrace	282.04	31.3	1	1	2	1
Valley View	264.94	30.2	2	2	4	2
White Center Heights	198.70	24.3	5	5	10	5

* Adjusted to exclude Multi-Handicapped

Costs
(Cont'd.)

Collection of Cost Data

The Task Force members suggested that cost considerations should be given approximately equal consideration to educational adequacy in evaluating facilities. In view of this concern, an attempt has been made to gather pertinent cost information on the thirty-three elementary schools in the district.

A cost sheet was developed by the staff and was used for each elementary school to gather actual cost figures directly attributable to that school. Average salaries were used in all cases, however, fringe benefits were excluded, as were specially-funded personnel costs. For utilities the 1974-75 actual costs were used. For program supplies and materials the district per pupil budget allocation was used to determine the costs. Maintenance and operation costs, excluding custodians assigned to specific buildings, were computed by multiplying the district average square feet cost .78¢ by the square footage of the building.

For each school's total operating costs, certain costs, which vary little or not at all with enrollment, have been computed. A percent of the total building costs and a per pupil cost (based on October 1, 1975 enrollment) were then computed. These figures have been summarized in Table 5. The data have been organized to point out the relationships between non-transferring costs and enrollment factors and display the variation in such costs among schools. The information should prove helpful in: 1) considering potential future savings should a facility be utilized for other than regular school programs, 2) documenting certain cost trends related to enrollment and building use, and 3) identifying for further study those schools whose costs vary markedly from comparable schools.

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Supporting Information for the Matrix (Cont'd.)

Costs
(Cont'd.)

Table 6 is used as a graphic means to demonstrate the relationship between the projected Non-Transferring Costs and the enrollment of a school. Generally speaking those schools with the lower enrollment have the higher per pupil costs.

RELATIONSHIP BETWEEN PER PUPIL NON-TRANSFERRING COSTS AND ENROLLMENT
ELEMENTARY SCHOOLS 1975-76

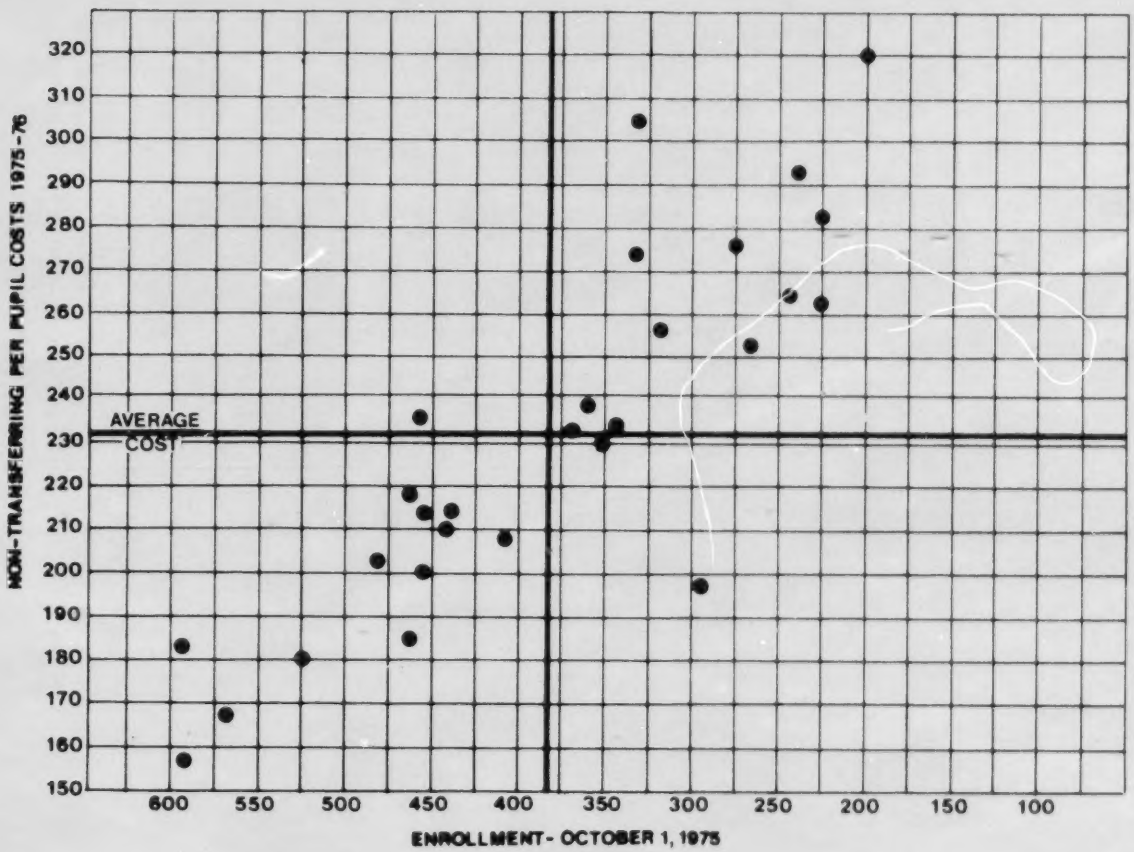

Table #7

ACTUAL COSTS

1974-75

DATA SHEET

School	Individual School Operational Costs 1974-75	Non-Transferring Costs: Non-Transferring Cost 1974-75	Non-Transferring Costs: Percent of the Total School Cost 1974-75	Non-Transferring Costs: Per Pupil Cost 1974-75
Beverly Park	$ 218,218.95	$ 63,794.31	29.2%	$ 231.98
Boulevard Park	380,313.76	113,840.09	29.9	236.67
Bow Lake	315,646.85	94,875.04	30.0	246.43
Cedarhurst	294,061.71	86,346.30	29.3	228.43
Chelsea Park	218,859.91	75,007.96	34.3	306.15
Crestview	217,972.76	65,933.59	30.2	265.86
Des Moines	367,176.31	100,538.34	27.4	214.83
Gregory Heights	378,812.26	105,274.49	27.8	220.24
Hazel Valley	349,599.32	98,696.58	28.3	226.37
Hilltop	301,321.04	78,703.05	26.1	215.62
Lake Burien	285,680.37	81,920.24	28.7	223.22
Madrona	325,720.48	90,553.59	27.8	226.95
Manhattan	287,776.85	82,713.72	28.7	222.94
Marvista	235,438.92	68,715.32	29.2	247.17
McMicken Heights	309,328.60	94,121.34	30.4	264.39
Midway	406,804.03	94,176.40	23.1	177.36
Mount View	421,987.86	103,482.49	24.5	207.80
Normandy Park	241,595.46	61,134.56	25.3	207.94
North Hill	320,425.26	87,969.02	27.4	224.41
Parkside	363,839.18	87,893.01	24.2	194.23
*Riverton Heights	229,547.54	71,268.80	31.0	279.48
Salmon Creek	327,634.88	85,944.13	26.2	215.94
Shorewood	316,454.54	95,312.59	30.1	235.34
Southern Heights	277,519.14	83,753.60	30.2	260.91
Sunnydale	306,009.38	107,804.95	35.2	298.63
Sunny Terrace	230,057.57	72,107.87	31.3	264.13
Valley View	215,918.15	71,296.89	33.0	336.30
White Center Heights	376.383.02	95,164.57	25.3	196.62
CLOSED SCHOOLS September 1975 – Angle Lake	190,993.14	65,863.74	34.5	275.98
CLOSED SCHOOLS September 1975 – Burien Heights	167,735.57	47,310.33	28.2	240.15
CLOSED SCHOOLS September 1975 – Lakeview	170,858.47	59,990.31	35.1	359.22
CLOSED SCHOOLS September 1975 – Maywood	252,890.52	76,165.28	30.1	259.07
CLOSED SCHOOLS September 1975 – North Shorewood	153,645.63	49,263.69	32.6	300.39
TOTAL . . .	$ 9,456,227.43	$ 2,717,026.19		
Average			28.7%	$ 237.00
Range.			23.1 - 35.2%	$ 177.36 - 359.22

* Adjusted to exclude Multi-Handicapped Students

TOTAL COSTS refer to all the cost factors recorded on the cost analysis sheet for each building: Personnel, instruction, supplies and materials, utilities, building maintenance and operation, etc.

NON-TRANSFERRING COSTS refer to those building-level costs which do not vary by pupils but rather stay with the building: Principal's, secretary's, and custodian's salaries, building maintenance and operating costs and supplies, and utilities included.

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PROJECTED COSTS

Table #8

1975-76

DATA SHEET

SCHOOL	Projected Individual School Operational Costs 1975-76	Projected Non-Transferring Costs - Non-Transferring Cost 1975-76	Projected Non-Transferring Costs - Percent of the Total School Cost 1975-76	Projected Non-Transferring Costs - Per Pupil Cost 1975-76
Beverly Park	$ 252,412.57	$ 76,436.10	30.3%	$ 277.95
Boulevard Park	385,710.39	109,518.52	28.4%	237.57
Bow Lake	358,162.42	96,555.80	26.9	202.84
Cedarhurst	319,458.90	87,038.42	27.3	233.35
Chelsea Park	214,228.05	66,066.58	30.8	265.33
Crestview	208,410.42	67,935.73	32.6	314.52
Des Moines	351,307.40	94,577.37	26.9	216.42
Gregory Heights	450,250.91	109,562.21	24.3	184.76
Hazel Valley	385,448.90	96,634.78	25.1	213.79
Hilltop	305,752.71	80,734.32	26.4	235.38
Lake Burien	364,661.17	86,712.54	23.8	185.28
Madrona	360,159.56	93,225.66	25.9	209.97
Manhattan	277,325.90	81,929.70	29.5	230.79
Marvista	245,614.77	68,009.94	27.7	254.72
Mc Micken Heights	305,328.85	92,630.01	30.3	274.05
Midway	418,154.42	95,285.97	22.8	180.47
Mount View	382,493.56	100,422.29	26.3	218.31
Normandy Park	237,429.42	58,469.83	24.6	198.20
North Hill	449,529.87	93,812.18	20.9	158.47
Parkside	338,431.05	87,230.48	25.8	210.19
* Riverton Heights	231,769.55	70,506.57	30.4	295.01
Salmon Creek	305,828.70	85,011.14	27.8	235.49
Shorewood	427,374.05	95,443.21	22.3	167.74
Southern Heights	268,586.96	82,987.78	30.9	258.53
Sunnydale	293,900.82	101,310.10	34.5	306.07
Sunny Terrace	202,452.11	63,458.75	31.3	282.04
Valley View	199,047.58	60,140.74	30.2	264.94
White Center Heights	372,322.47	90,408.92	24.3	198.70
TOTAL	$ 8,911,453.48	$ 2,392,055.64		
		Average	27.4%	$ 232.53
		Range	20.9 - 34.5%	$ 158.47 - 314.52

* Adjusted to exclude Multi-Handicapped Students

TOTAL COSTS refer to all the cost factors recorded on the cost analysis sheet for each building: Personnel, instruction, supplies and materials, utilities, building maintenance and operation, etc.

NON-TRANSFERRING COSTS refer to those building-level costs which do not vary by pupils but rather stay with the building: Principal's, secretary's, and custodian's salaries, building maintenance and operating costs and supplies, and utilities included.

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Enrollment

The staff developed an enrollment factor for each school which contained three components: present enrollment, percent of capacity enrolled, and ability to absorb an increased enrollment. The scale for present enrollment (October 1975) was developed as follows:

5 = 350 + students
4 = 300 - 349 students
3 = 250 - 299 students
2 = 200 - 249 students
1 = Less than 200 students

A percent of capacity rating was developed for each building, based on the concept that a building operating at 90 to 95% of capacity would most ideally be using resources while maintaining some flexibility. The following scale for percent of capacity was developed:

5 = Over 90% capacity
4 = 86 - 89% of capacity
3 = 80 - 85% of capacity
2 = 75 - 79% of capacity
1 = Less than 75% of capacity

A ranking of schools on their ability to absorb an increase in students was developed according to the following scale:

5 = Able to absorb over 10% increase
4 = Able to absorb 5 - 9% increase
3 = Able to absorb 0 - 4% increase
2 = At capacity
1 = Over 5% above capacity

A total for the above three components of enrollment was achieved by multiplying the actual enrollment rating figure by 3 (due to its greater significance) and adding that figure to the rating figure for each of the other two categories. The following scale was used to achieve a final overall enrollment rating:

5 = 23 or more total points
4 = 21 - 22 total points
3 = 18 - 20 total points
2 = 15 - 17 total points
1 = 14 or fewer total points

Table #9

ENROLLMENT

SUMMARY AND DATA SHEET

	Enrollment (October 1975)	Percent of Capacity	Enrollment Factor Rating		Percent of Capacity Rating	Ability to Absorb Increase	TOTAL POINTS	Enrollment Rating
Weightings			x	3	x 1	x 1		
Beverly Park	275	100	3	9	5	2	16	2
Boulevard Park	461	80	5	15	3	5	23	5
Bow Lake	476	100	5	15	5	2	22	4
Cedarhurst	373	79	5	15	2	5	22	4
Chelsea Park	249	83	2	6	3	5	14	1
Crestview	216	67	2	6	1	5	12	1
Des Moines	437	97	5	15	5	3	23	5
Gregory Heights	593	108	5	15	5	1	21	4
Hazel Valley	452	106	5	15	5	1	21	4
Hilltop	343	98	4	12	5	3	20	3
Lake Burien	469	99	5	15	5	3	23	5
Madrona	444	118	5	15	5	1	21	4
Manhattan	355	84	5	15	3	5	23	5
Marvista	267	71	3	9	1	5	15	2
McMicken Heights	338	80	4	12	3	5	20	3
Midway	528	141	5	15	5	1	21	4
Mount View	460	102	5	15	5	2	22	4
Normandy Park	295	148	3	9	5	1	15	2
North Hill	592	118	5	15	5	1	21	4
Parkside	415	104	5	15	5	2	22	4
* Riverton Heights	239	74	2	6	1	5	12	1
Salmon Creek	361	103	5	15	5	2	22	4
Shorewood	569	108	5	15	5	1	21	4
Southern Heights	321	71	4	12	1	5	18	3
Sunnydale	331	70	4	12	1	5	18	3
Sunny Terrace	225	90	2	6	5	4	15	2
Valley View	227	91	2	6	5	4	15	2
White Center Hts.	455	114	5	15	5	1	21	4

* Excludes Multi-Handicapped

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Supporting Information for the Matrix (Cont'd.)

Percent of Enrollment Decline

A percentage of enrollment decline since 1970 was developed for each school. The schools with the least decline were rated highest. The schools with the greatest enrollment decline were rated lowest. The table shows the rate of enrollment decline from 1970 - 1973 and from 1973 - 1975 as well as a combined decline from 1970 - 1975. The total decline from 1970 - 1975 was used in determining the weighting for this category. The following scale was used:

5 = 0 - 10% decline
4 = 11 - 19% decline
3 = 20 - 24% decline
2 = 25 - 29% decline
1 = Over 30% decline

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Table # 10

PERCENT OF ENROLLMENT DECLINE

SUMMARY AND DATA SHEET

SCHOOL	Percent Decline 1970 - 1973	Percent Decline 1973 - 1975	Percent Decline 1970 - 1975	Percent of Total Decline Rating
Beverly Park	26%	(+ 1)%	25%	2
Boulevard Park	18	8	25	2
Bow Lake	15	(+15) *	0	5
Cedarhurst	23	2	25	2
Chelsea Park	13	9	20	3
Crestview	33	26	50	1
Des Moines	17	15	29	2
Gregory Heights	18	(+19) *	(+ 1) *	5
Hazel Valley	16	5 *	20	3
Hilltop	6	14	19	4
Lake Burien	26	(+15) *	13	4
Madrona	13	(+14) *	(+.5) *	5
Manhattan	19	9	25	2
Marvista	28	14	37	1
McMicken Heights	18	13	28	2
Midway	12	(+ 4)	9	5
Mount View	18	16	31	1
Normandy Park	10	3	8	5
North Hill	19	(+27) *	(+10) *	5
Parkside	21	12	31	1
Riverton Heights	31	23	46	1
Salmon Creek	12	20	29	2
Shorewood	20	(+23) *	(+ 4) *	5
Southern Heights	21	11	30	1
Sunnydale	39	18	50	1
Sunny Terrace	17	25	37	1
Valley View	17	10	25	2
White Center Heights	22	7	28	2

* Includes students from closed schools

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Supporting Information for the Matrix (Cont'd.)

Airport Noise Impact

The extent of airport noise impact on individual schools was determined by rating each school's location in relation to Average Noise Exposure (ANE) measurements as determined by 1973 studies conducted by the Sea-Tac Community Plan. Schools located in areas with no aircraft noise impact received the highest rating.

1 = ANE - 40 and over
2 = ANE - 35 - 39
3 = ANE - 30 - 34
4 = ANE - 25 - 29
5 = ANE - 24 and under

AIRPORT NOISE IMPACT

SUMMARY AND DATA SHEET

SCHOOL	Airport Noise Impact Rating
Beverly Park	3
Boulevard Park	1
Bow Lake	3
Cedarhurst	2
Chelsea Park	3
Crestview	4
Des Moines	2
Gregory Heights	4
Hazel Valley	3
Hilltop	2
Lake Burien	4
Madrona	2
Manhattan	2
Marvista	3
McMicken Heights	3
Midway	1
Mount View	4
Normandy Park	4
North Hill	2
Parkside	1
Riverton Heights	2
Salmon Creek	4
Shorewood	4
Southern Heights	1
Sunnydale	3
Sunny Terrace	2
Valley View	4
White Center Heights	3

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Supporting Information for the Matrix (Cont'd.)

Alternate Use Factor

Each school and school site was rated separately according to its potential adaptation for a non-educational use. This evaluation factor scores highest on those buildings and sites which had little potential for alternate, non-educational uses. The following scale was used.

5 = Least potential for alternate use
4 = Below average potential for alternate use
3 = Average potential for alternate use
2 = Above average potential for alternate use
1 = Greatest potential for alternate use

A total of the site and building factors was computed. A final rating for an alternate use factor was developed according to the following scale:

5 = 9 or 10 total points
4 = 7 or 8 total points
3 = 6 total points
2 = 4 or 5 total points
1 = 2 or 3 total points

ALTERNATE USE FACTOR

SUMMARY AND DATA SHEET

SCHOOL	Site Location	Building Adaptability	TOTAL POINTS	Alternate Use Factor Rating
Beverly Park	3	4	7	4
Boulevard Park	2	4	6	3
Bow Lake	4	2	6	3
Cedarhurst	4	3	7	4
Chelsea Park	1	2	3	1
Crestview	4	1	5	2
Des Moines	3	3	6	3
Gregory Heights	4	5	9	5
Hazel Valley	4	5	9	5
Hilltop	4	1	5	2
Lake Burien	5	4	9	5
Madrona	2	3	5	2
Manhattan	3	1	4	2
Marvista	5	2	7	4
McMicken Heights	4	4	8	4
Midway	2	2	4	2
Mount View	3	4	7	4
Normandy Park	5	3	8	4
North Hill	3	1	4	2
Parkside	5	2	7	4
Riverton Heights	5	1	6	3
Salmon Creek	4	2	6	3
Shorewood	4	3	7	4
Southern Heights	3	1	4	2
Sunnydale	1	5	6	3
Sunny Terrace	3	3	6	3
Valley View	4	5	9	5
White Center Heights	3	3	6	3

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Supporting Information for the Matrix (Cont'd.)

Modernization Potential

Each school was evaluated for ease of modernization. Factors considered were: general plan of the building, the nature of the structural components, the location of utilities, the type of interior partitions, and heat and ventilation redesign requirements for larger or smaller spaces. The rating scale used for each of the above was as follows:

5 = Most favorable for future alteration
4 = Favorable for future alteration
3 = Average for future alteration
2 = Less than average potential for future alteration
1 = Least favorable for future alteration

A total for all factors was compiled. The buildings were then rated from 5 to 1 according to their total. The scale used was:

5 = 23 - 30 total points
4 = 19 - 22
3 = 17 - 18
2 = 15 - 16
1 = 10 - 14

Table # 13

MODERNIZATION POTENTIAL

SUMMARY AND DATA SHEET

SCHOOL	General Plan	Structural	Utilities in Wall	Wall Type	Heat and Vent for Enlarged Spaces	Heat and Vent for Reduced Spaces	TOTAL POINTS	Modernization Potential Rating
Beverly Park	4	3	2	3	3	2	17	3
Boulevard Park	2	3	2	3	2	3	15	2
Bow Lake	2	3	3	3	2	2	15	2
Cedarhurst	4	3	4	5	3	2	21	4
Chelsea Park	1	3	1	3	2	2	12	1
Crestview	3	3	1	3	3	1	14	1
Des Moines	3	3	3	3	3	3	18	3
Gregory Heights	2	2	2	3	3	3	15	2
Hazel Valley	3	3	1	3	3	3	16	2
Hilltop	3	3	3	3	3	2	17	3
Lake Burien	2	3	3	3	3	3	17	3
Madrona	2	3	5	3	3	2	18	3
Manhattan	3	3	3	3	3	2	17	3
Marvista	2	3	3	3	4	5	20	4
McMicken Heights	3	2	2	3	3	2	15	2
Midway	2	3	3	3	3	2	16	2
Mount View	3	2	1/5*	3	2	3	16	2
Normandy Park	2	3	3	3	3	1	15	2
North Hill	2	3	3	3	3	2	16	2
Parkside	3	3	3	3	3	2	17	3
Riverton Heights	3	3	5	3	3	2	19	4
Salmon Creek	2	3	5	3	3	2	18	3
Shorewood	3	3	2/5*	3	3	2	16	3
Southern Heights	2	3	5	3	2	2	17	3
Sunnydale	2	3	1	3	3	3	15	2
Sunny Terrace	2	3	5	3	3	2	18	3
Valley View	5	5	5	5	5	1	26	5
White Center Heights	5/2*	5/3*	1	5/3*	5/3*	5/3*	25	5

* Addition/Original

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Building Capacity

Each school's enrollment capacity was developed by multiplying the number of classrooms by 25 (students). This is the State Board of Education's method of determining capacity of a facility. This figure is contained in the Master Plan for the Highline Public Schools. An adjusted building capacity was used in this section. To determine an adjusted capacity, substandard classrooms were deleted. In addition, in schools which did not have a resource center, a deduction of one classroom was made. Each building was rated from 5 to 1 according to the number of students the facility could house. The standard used was:

5 = 350+
4 = 300 - 349
3 = 250 - 299
2 = 200 - 249
1 = Less than 200

BUILDING CAPACITY

SUMMARY AND DATA SHEET

SCHOOL	Adjusted Building Capacity	Capacity Rating
Beverly Park	275	3
Boulevard Park	575	5
Bow Lake	475	5
Cedarhurst	475	5
Chelsea Park	300	4
Crestview	325	4
Des Moines	450	5
Gregory Heights	550	5
Hazel Valley	425	5
Hilltop	350	5
Lake Burien	475	5
Madrona	375	5
Manhattan	425	5
Marvista	375	5
McMicken Heights	425	5
Midway	375	5
Mount View	450	5
Normandy Park	200	2
North Hill	500	5
Parkside	400	5
* Riverton Heights	325	4
Salmon Creek	350	5
Shorewood	525	5
Southern Heights	450	5
Sunnydale	475	5
Sunny Terrace	250	3
Valley View	250	3
White Center Heights	400	5

* Excluding Multi-Handicapped (8 rooms)

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Supporting Information for the Matrix (Cont'd.)

Traffic and Safety Considerations

Each school was evaluated according to the traffic and safety factors operating around the building. Data in the Master Plan for the Highline Public Schools, location of crossing guards, and locations of major traffic arterials were considered. The rating scale used was:

5 = No hazards
4 = Favorable traffic conditions
3 = Average traffic conditions
2 = Some traffic concerns
1 = Severe traffic hazards and crossing guards

TRAFFIC AND SAFETY CONSIDERATIONS

SUMMARY AND DATA SHEET

SCHOOL	Traffic and Safety Rating
Beverly Park	3
Boulevard Park	1
Bow Lake	1
Cedarhurst	1
Chelsea Park	3
Crestview	3
Des Moines	1
Gregory Heights	5
Hazel Valley	3
Hilltop	3
Lake Burien	3
Madrona	4
Manhattan	4
Marvista	3
McMicken Heights	5
Midway	1
Mount View	2
Normandy Park	5
North Hill	2
Parkside	4
Riverton Heights	5
Salmon Creek	1
Shorewood	2
Southern Heights	2
Sunnydale	1
Sunny Terrace	3
Valley View	2
White Center Heights	3

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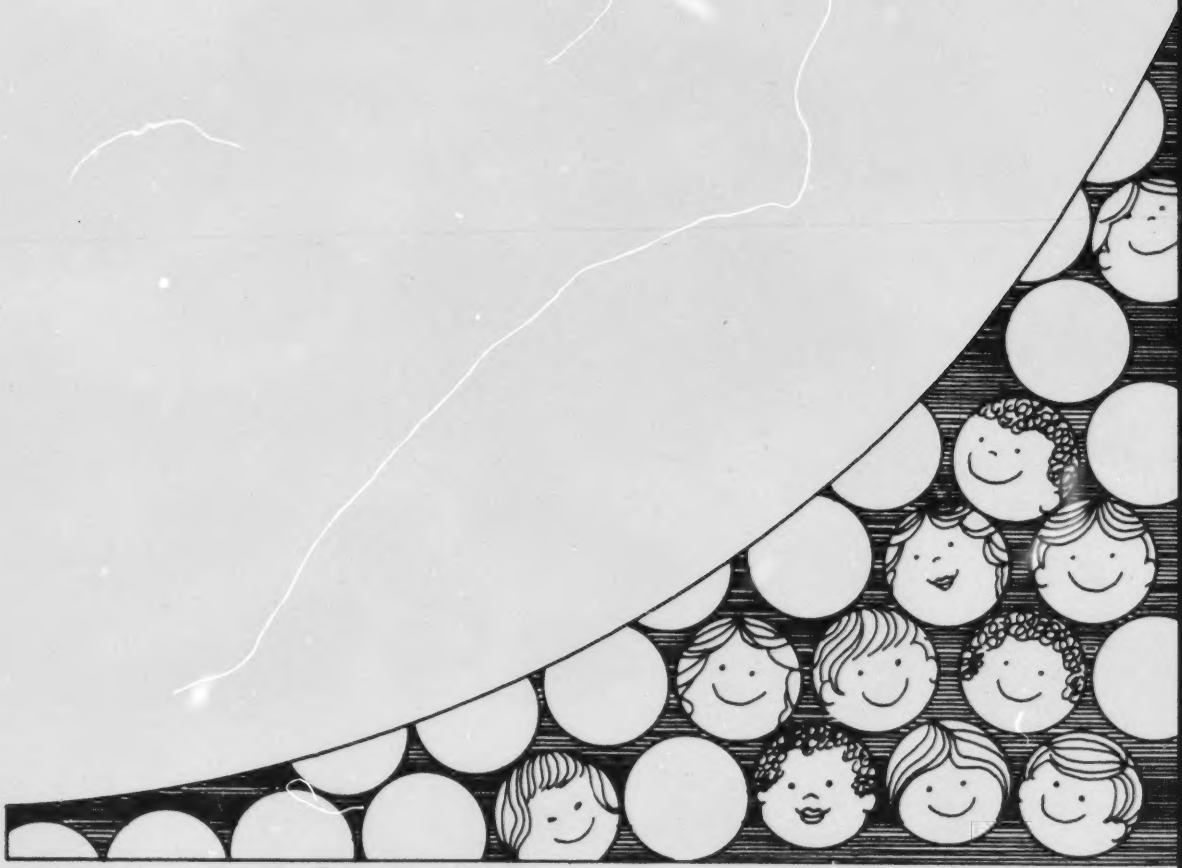
ALTERNATIVE USE of SPACE or FACILITY



TASK FORCE - ENROLLMENT DECLINE

Alternative Use of Space or Facility

Introduction

Excess space caused by declining enrollment will have an important impact on the Highline School District over the next several years. Priorities and various directions in which the district could move were studied by the Task Force and are reported in this section. The establishment of priorities at this time was meant to clarify the options available so that decisions may be based on solid information and developed through a planned process.

The following statements summarize the consensus of the Task Force:

1. Fulfilling educational needs is of first importance; meeting community needs is second; allowing private or commercial usages is third; and redeveloping the site should be the final consideration.
2. Outside agencies or groups which lease or rent district facilities should be responsible for covering the costs of maintenance, operation and depreciation of the facilities used.
3. In planning for alternate facility use, the district will need to establish a process and timeline which allows the district to take advantage of facility usage opportunities with neither long delays nor hurried decisions.
4. The committee suggests encouraging outside agencies and groups to submit ideas for usage of space and facilities that may become available.

In determining building use priorities, the Task Force specifically considered the following:

1. Possible Changes in District Organizational Patterns
2. District Uses
3. Non-Profit Organizational Uses
4. Private Uses

Possible Changes in District Organizational Patterns

A number of the uses of space suggested have implications for extending or changing organizational patterns. Such possible changes include (not in order of priority):

.... Center School Concept

.... Year Round Schools

.... The 4-4-4 pattern of grouping school grades

.... Extension of program to four-year-olds (early childhood education)

.... Paired schools (K-3 grades in one school, grades 4-6 in neighboring school)

.... District-wide daytime community schools programs

.... Establishment of "alternative" schools

District Uses

Partial Use of Buildings

1. Use space that becomes available at each level to fulfill educational, administrative and operational needs being met in some schools but not in others. Such needs might include:

Resource Centers	Music Teaching Areas
Storage	Special Reading Areas
Audio-Visual Rooms	Small Group Instructional Space
Tutoring Areas	Cross Age Tutoring
Administration Offices	Appropriate Work Space for Teachers
Specialists' Offices	Tutoring by Adults

2. Reserve space for new ideas being contemplated to fulfill educational, administrative and operational needs of the school district. Such needs might include:

Industrial Arts Rooms	Retreat Rooms
Science Labs	Private Space for Teachers to Confer with Students
Horticultural Labs	TV Centers
Multi-Service Rooms for Cooking, Art and Carpentry	

District Uses (Cont'd.)

Partial Use of Buildings
(Cont'd.)

3. Start some "Center School" programs in elementary school space.

4. Use rooms for special secondary programs or classes (such as auto mechanics, drama, cultural arts) where there now is insufficient space.

5. Provide several rooms district-wide for community schools' programs which have large space or storage requirements.

6. Provide rooms for additional daytime Community Schools' classes.

7. Reserve some rooms for meeting spaces and inservice training only.

8. Use part of a building to provide a Teacher Center for district staff.

9. Establish preschool in the wing of a building when it is compatible with other uses.

10. Place the overload of regular high school classes in extra space in elementary schools.

11. Place administration for all federal and state special grant programs at one school.

12. Provide special reading labs for adults of our community as well as school children.

13. Establish day care centers or preschool centers.

14. Close or demolish old parts of structures and use only the newer wings, where appropriate.

15. Close wing(s) of schools where design allows this to be done inoffensively (not prioritized).

Total Use of Buildings or Sites

1. Create a district-wide facility (Center School) for:

   a. advanced work in the areas of drama, music, art, cultural enrichment;

   b. reading (and basic skills) laboratory for primary through adult;

   c. an "alternative" school for students of all ages, included gifted;

   d. a special training center for all levels of students for advanced work in such subjects as language, mathematics and science.

District Uses (Cont'd.)

Total Use of Buildings or Sites
(Cont'd.)

2. Create a Teacher Center: work space, tools, materials, etc., for developing curriculum materials and teacher skills and exchange of ideas.

3. Create a "Model" school where the district can try out and demonstrate new ideas or innovations, perhaps in connection with a "Teacher Center."

4. Establish additional storage or depository facilities.

5. Convert several elementary buildings to middle schools--change the junior highs to middle schools. (The 4-4-4- plan was not popular with the subcommittee).

Use of Sites Having No Buildings

1. Create playfields.

2. Use for vocational agriculture.

3. Make sites available for usage as parks.

4. Establish ecological study areas.

5. Provide garden sites.

6. Create an archaeological site.

7. Establish our own farm site including animals.

Use by Non-Profit Organizations

Partial Use of Building

1. Provide space for community use such as community schools (daytime activities), recreation, parks, adult education, branch libraries, cultural events, day-care centers, preschools, an art pavilion, festival planning, field house, theater groups and art guilds, when fiscally appropriate.

2. Allow use by the Park Department, government agencies on all levels. Might include industrial training center, District Court, family counseling, vocational training, out-patient clinics, heart watch and community health offices, Department of Institutions' learning center, alcohol education center, drug education center and "reintegration" center for institutionalized youth. This should not include uses that might be unacceptable in the community, such as an animal center compound.

3. Provide space for community organizations such as senior citizens' groups, ethnic groups, grandparents' organization. Such facilities might be partially staffed by retired or semi-retired people from the field of education or community services.

4. Establish rooms for oganizations such as Scouts, Junior Achievement, U.G.N. agencies, Campfire, Big Brothers, Juvenile Court, Community Planning, YMCA and YWCA.

5. Share facility with other educationally related organizations (extension, adult education centers or community colleges) with each group sharing minimal maintenance, upkeep.

6. Invite civic, ethnic, educator, education-related groups and individuals to submit proposals to local, state and federal agencies and the school district to sponsor their ideas which would require partial use of a school building or site. The district should determine minimum upkeep and maintenance for whatever space is requested and available. Offer district aid to groups or individuals in the preparation of such proposals.

7. Provide inexpensive places for community clubs and groups to meet (for social, square dances, whatever).

8. Lease or sell for a community health facility, such as a mental health clinic or free medical/dental clinic.

9. Provide space for low cost meals for senior citizens.

Use by Non-Profit Organizations (Cont'd.)

Total Use of Building or Site

1. Turn into local "tuition" vocational school for our community (similar to the Renton Technical Institute).

2. Sale or lease to governmental agency (includes city, county, state offices, parks, playfields, governmental and community centers and courts).

3. Lease or sell to any community-based non-profit service organizations, e.g., Boys Club, etc.

4. Lease or sell for community health facility, such as a mental health clinic or free medical/dental clinic.

5. Use for the expansion of library facilities (especially south end of district).

6. Lease one facility to a variety of different small agencies or organizations.

7. Convert to meeting place and cafeteria for senior citizens.

8. Community museum.

Private Uses

Partial Use of Building

1. Rent or lease to special schools--dance, art, etc.

2. Rent or lease to preschools.

3. Rent or lease to private or parochial schools.

4. Lease gym facilities to service organizations.

Total Use of Building or Site

1. Lease space to private commercial use, such as a beauty school, pottery guild, business school, art school, dance school, at reduced rate in cases where some training for high school youth can be provided in conjunction with the use.

Private Uses (Cont'd.)

Total Use of Building or Site
(Cont'd.)

2. Lease building to business community for educationally related needs, e.g., vocational and career training, Boeing Education Center, etc.

3. Lease or sell to a church with large programs for youth.

4. Rent, lease, or sell for medical-dental clinic.

5. Rent or lease or sell to private or parochial schools.

6. Lease facilities to service organizations.

7. Lease or sell to be used as office space, small shopping mall, etc.

8. Convert to nursing home.

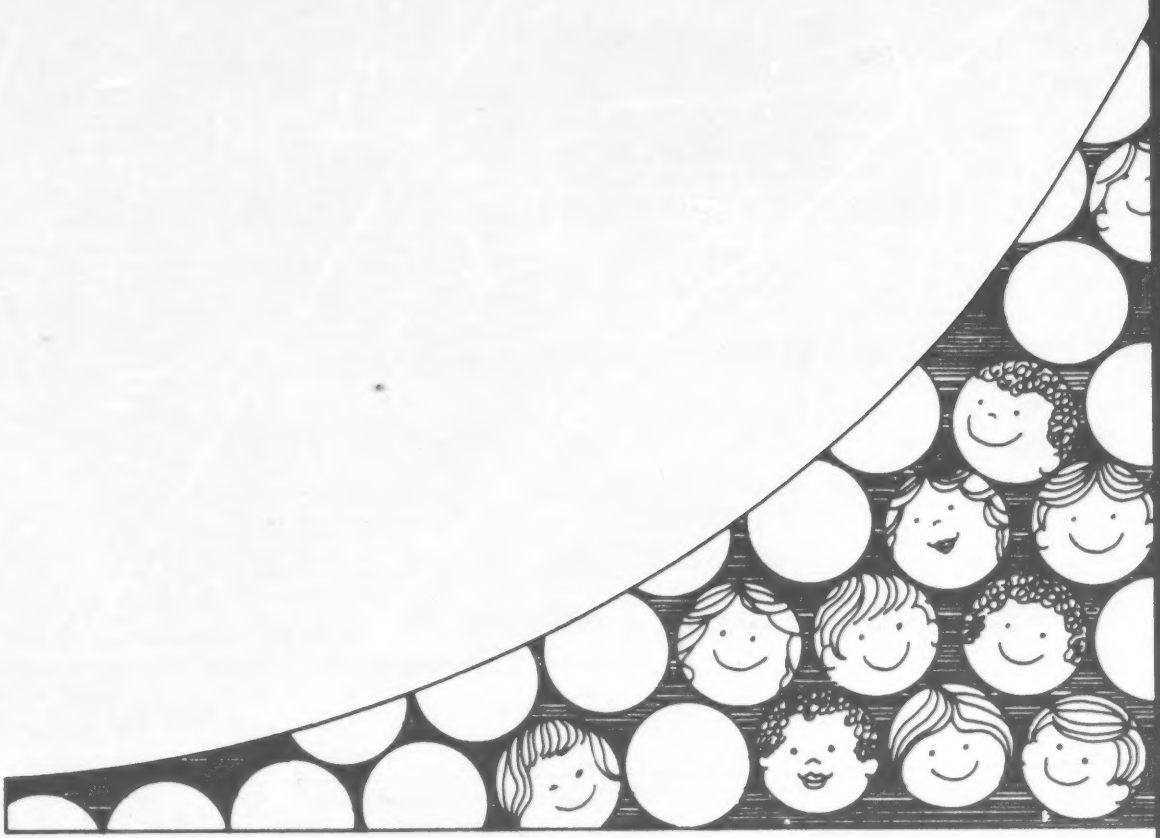
9. Rent, lease or sell for light industry.

Sale of Building or Site

1. Sell land for appropriate commercial uses where zoning is compatible.

2. Sell vacant sites to private developer to build homes, multiple-family dwellings.

CONCLUSIONS and RECOMMENDATIONS



TASK FORCE - ENROLLMENT DECLINE

Conclusions and Recommendations

Introduction

The purpose of this Task Force was to study the programs, facilities, and alternatives of the Highline School District as they relate to enrollment decline. More specifically, the Task Force was to:

1) establish criteria for identifying facilities where changes should be considered,

2) identify and prioritize alternatives for use of excess classroom space,

3) determine a process for involving the community in the development of awareness, understanding, and for providing input prior to making changes in schools because of enrollment decline.

The criteria for facility evaluation are found in the Facility Considerations section and the alternatives are identified in the Alternative Use of Space or Facility section.

Process of Community Involvement

The four-phase process for involving the community which follows suggests the purpose of each phase, the methods to be used and special concerns where appropriate. The process for carrying out the involvement of the community has been set up in four phases which are outlined on the following pages. The purpose of each phase has been identified, along with methods and special concerns which should be considered. A specific timeline has also been suggested; however, it is recognized that there may appropriately be some overlapping of these four specific phases.

Recommended Timeline

July through September 1974

PHASE 1

ORIENTATION TO DECLINING ENROLLMENT AND ITS RAMIFICATIONS

Purpose: Informational stage for general and broad awareness and understanding for all the publics affected. This includes process for involving community and information on facility evaluations and alternative uses of space.

Methods: Methods of communication described as "one-way" would be expected to predominate.

Special Concerns: Garnering support of key groups. District staff and area media people should be among the first to be involved and in more detail due to type of involvement, understanding, and support needed from them.

September through December 1974

PHASE 2

INPUT/OUTPUT

Purpose: Offer opportunity for people in community to express opinions, suggestions, ask questions, etc. Allow district to present more specific information and receive input on a more personal or interest basis.

Methods: It is intended that all community input concerning a school should be presented for consideration prior to Phase 3. Exploration of specific alternatives will be a part of this phase. Described in "exchange of information" section most heavily relied on. The two-way exchange should be applied in a manner so that opportunity for community input will be considered prior to implementing Phase 3.

Recommended Timeline

January through February 1975

PHASE 3

SCHOOL BOARD'S DECISION AND POST-DECISION INFORMATION DISSEMINATION

Purpose: To communicate the use of community input in the decision-making process, rationale for decisions and the decisions to be implemented.

Methods: Such methods as the following might be used:

- ... News releases
- ... Home School publication
- ... School Bulletins
- ... Staff meetings
- ... Neighborhood meetings
- ... Meetings with special interest groups

Special Concerns: The decision should be communicated with feeling of certainty or "finality". In order to do so, it is important that enough time be allowed during Phase 2 for all input to be gathered and considered prior to Phase 3.

March 1975 and through implementation

PHASE 4

IMPLEMENTATION

Purpose: Insure smooth transition.

Methods: Communications during this period are to be considered equally important to predecision communications.

The community, or communities, should be informed regarding all the implementation steps and provided input and evaluation by those affected in order to facilitate a positive transition for students, parents and community groups.

Task Force Recommendations

The following specific recommendations are based on the Task Force findings:

1. The school district should continue the precedent of involving citizens in decisions which have effect or impact upon the community.

2. The district staff should prepare additional information which may be required to answer the concerns of the various publics.

3. Priority for community involvement should be given parents and taxpayers. Others who need to be considered in the process include district personnel, students, governmental units, civic as well as business groups.

4. Involvement of the community must emphasize and assure opportunity for two-way exchange of information.

5. The Facility Evaluation Matrix should be used as an initial indicator to identify schools where further study should be made for possible implementation of suggested alternatives.

6. School Board decisions regarding alternative uses of buildings or sites should be based on such data as included in the Facility Evaluation Matrix but should also include certain factors which may not fit the matrix pattern, e.g., airport expansion.

7. Further study is needed by district staff to determine the point at which declining enrollment and rising costs indicate a school should be considered for closure.

8. The district staff should further analyze the costs per individual school to determine specific reasons for variances.

9. Alternate disposition of excess space in schools should be implemented with the following priority: 1) educational uses, 2) governmental and community non-profit uses, 3) commercial and private uses, and 4) sale or demolition.

Task Force Recommendations (Cont'd.)

10. All partial alternative uses of schools must be compatible with educational use of facility.

11. All non-educational alternative uses of facilities must be financially self-supporting and acceptable to the neighboring community.

12. The District staff must proceed in collecting data on secondary schools in anticipation of corollary problems which will become a concern at that level when the elementary enrollment decline reaches the secondary schools.

Cautions Concerning the Use of this Report

1) Declining enrollment creates problems for which there are no simple answers; therefore, a decision-making process is recommended which takes into consideration such factors as the effects upon the educational program, the financial picture, the desires and needs of the community and the facilities available within the district. Because the impact of enrollment decline varies between grade levels and from school to school, the problem is more complex.

2) The data provided about existing conditions, cost figures and projections should be used for guidance purposes but should not be the only criteria used. In individual cases, factors such as airport acquisition of school property may override all other considerations.

3) All alternatives should be carefully weighed before a decision is reached. A solution to a declining enrollment situation in one instance may not be appropriate for a different set of circumstances.

4) Although the process recommended in this report includes a timeline for implementation within the next year, it also can be considered a model for future use.

5) Because the Task Force has concentrated on only one issue--that of declining enrollment-- there is a need for this plan to be integrated with total district long-range plans.